

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLIV.

For the Week Ending February 13.

No. 7.

The business department of THE JOURNAL is on page 174.

Copyright, 1892, by E. L. Kellogg & Co.



WHAT has the teacher to do with temperance? Shall he be for it or against it? Shall he keep still and say nothing at all? How many are keeping still because there is a saloon owner "on the board"? How many saloon owners are school examiners? How many are examiners of teachers?

A lady principal of this city gives vivid accounts of her visits to the ward trustee who kept a gin-mill; he would be found standing behind his bar with his thirsty patrons ranged before him. Excusing his absence (?) he would wave the principal to the little room in the rear where thirst had been appeased, as was evident by the empty beer glasses. That day has passed in this city; no rum sellers are appointed as trustees now. But it is not so elsewhere.

What county or state educational associations ever passed resolutions against the liquor traffic? Did the National Association ever do it? It is to be hoped that the latter having that staunch temperance man, Supt. E. H. Cook, as president, will this year, declare where it stands on the temperance question. Certain it is that the teacher never will rise to the position that must be occupied by him, until he takes an interest in the moral condition of the community he lives in. He must feel as did the officer who surveyed Crown Point; pointing to a height that commanded the fort he said: "We must occupy that." The school must hold the highest ground in the community. Teacher, do you feel that you are on such ground?

Education of the voice receives the attention once denied to it. It appears there are 6,000 singers in the churches of New York, Brooklyn, and Jersey City. There are 247 churches having mixed quartets, 124 having choirs, 36 having double quartets, 53 having choirs and quartets, 50 have volunteer choirs, 57 have male singers exclusively. Very many of these, in fact most of them, as well as the 750 organists, are paid; some receive very handsome sums of money. It is well worth while for any teacher to ask if he is doing all he can to cultivate the love of music in his pupils—it may mean a living; it will certainly mean enjoyment.

The coming meeting of the school superintendents of the United States at Brooklyn (Feb. 16-18) seems to be planned at a good time and in a good place. There are important subjects to be discussed by the educational world, and let it be added, there are things to be *done* by the educational world. Those assembling at this meeting will represent the half million teachers (nearly) in the land. It is true they have no actual power; but if one measure be decided upon meetings can be held

on their return, and influences started that will put it into operation.

In addition to the subjects proposed, there is one that confronts every city superintendent and every city teacher—*uniform numbering of the grades*. When the "third grade" is now spoken of, who knows what is meant? THE JOURNAL has recommended that the child in its third year should be reckoned as in the "third grade"; in its tenth year in the "tenth grade," and so on.

A meeting like this devoted to the advancement of education cannot but eventuate in good for the entire working force in the schools.

It is in the thought of a good many on-lookers, that it will not pay to become professional teachers; so they go back and forth knowing no more than they did when they first emerged from the high school, normal school, academy, or college. It is true that there have been years when it would not pay, except in the pleasure it gave the individual, to possess a knowledge of bed-rock principles. But other and different years from these are upon us.

Again, what shall a teacher say to a boy who proposes to leave school or to one who does not attend school? Is the answer to all arguments, it doesn't pay? If it pays for a boy to go forward, if it pays him to study, it will pay his teacher to study. The feeling that it will not pay to be a student-teacher comes from a want of respect for the work the teacher does. He must say to himself and believe it: "It is the important work of the world."

The efforts of all teachers should be to demand as the main plank in the educational platform at state associations, at county associations, and at city associations: (1) that life diplomas be put within the reach of every teacher; (2) that school authorities recognize these diplomas (in many cases this is being done); (3) that a life diploma in one state be recognized in another state.

Before teaching becomes recognized by the public as a profession, there must be some system of permanent professional certificates and diplomas issued by authority of state law. The law of California authorizes the state board of examiners to issue certificates without examination to the holders of diplomas from any normal school in the United States; to issue certificates without examination to the holders of life certificates from other states; to issue life diplomas to duly examined teachers after ten years' experience in teaching. In Boston the pre-requisite for obtaining a city certificate is either a normal school diploma or certified success in the school-room.

—JOHN SWETT.

I call that education which embraces the culture of the whole man, with all his faculties—subjecting his senses, his understanding and his passions to reason and to conscience.

—FELLENBERG.

New York State.

The report of the Superintendent of Public Instruction for the year 1891 discloses many important features. Supt. Draper renews his recommendation for a compulsory attendance law to be devised by an educational commission. The number of children between 5 and 21 was 1,821,773; in the schools there were 1,054,044. The private schools report 157,603, the normal schools, academies, etc., report 69,392, so that 70 per cent. were under instruction. The average number of pupils per teacher was 46. The average number in actual attendance was 43; the average daily attendance per teacher was 26. The average length of the school term in the country, was 35.3 weeks, in the cities 37.1. The whole number of teachers employed at one time was 24,357. The amount paid for teachers' wages was \$11,012,986; the average annual salary was \$452.16. In the cities it averages \$719.30. The weekly wages paid teachers in the state was \$12.18.

Of the 31,982 licensed to teach 2,268 held normal school diplomas, 915 state diplomas, 28,799 commissioners' certificates. There were 3,904 pupils in the normal schools; 672 graduated therefrom. There were 1,679 in the teachers' training classes—of these 788 received a second grade certificate, 14,100 attended the teachers' institutes. The number applying for uniform examinations was 19,465; of these 367 obtained first grade; 5,088 second grade, and 7,562 third grade certificates.

The cost per pupil in the state was \$26.42; in the cities, \$31.48; the cost per capita, \$2.86; cost of normal schools, \$349,902; for school buildings, \$3,705,964. It is recommended that Indians be sent to the Carlisle school at the expense of the general government; if needed, that the state pay \$150 per year for their education there.

The recommendation that the township system be adopted is an excellent one; but the district idea is so firmly imbedded in the minds of the rural population that it will be difficult of accomplishment. It is suggested that the plan proposed by THE JOURNAL (the trustees of a township to meet and elect a township board of education) might reach the same results in an easier way.

The falling off in attendance is a result that should be searchingly inquired into; there are many causes for it. It is asserted in the rural districts that as the teachers advance in attainments and salaries they take less personal interest in the pupils. In a district in Sullivan county where the attendance had diminished, a trustee asked for the cause. The reply was, "Because the teachers don't board around." The teachers of the Children's Aid school of this city obtain their attendance largely by personal visitation.

The suggestion is made that the pupils of small districts be carried to a school at some central point. The fact is justly deplored that in some cities the same board licenses and employs the teacher. It is indeed a reprehensible practice.

The fact is given that in Prussia, 24 new normal schools were established between '70 and '76; in France, 47 were established between '82 and '87. A splendid testimony to the efficiency of these schools.

The systematic plan for the training classes has produced good results.

The superintendent availed himself of his authority to issue (since 1888) 304 college graduates' certificates; to endorse 60 normal school diplomas of other states, and 12 state certificates.

Let other states take particular notice of this, for in some states they examine all applicants no matter what their antecedents. New Jersey recognizes the diplomas and state certificates of New York; but this appears to be the only state. It is probable that other states will in time learn from the example of New York and New Jersey what is the correct thing to do.

The recommendation that all the papers from the uniform examinations should be examined and marked

by some central authority is too valuable to be neglected.

The cost of Prussian schools (population twenty-eight million) is fifty millions of dollars; the cost of New York schools (population six millions) is eighteen millions of dollars. The superintendent infers that we lack in knowing how to spend our money wisely.

It appears that in 1891, 8,956 school districts celebrated Arbor Day, and planted 25,786 trees; the first prize for best kept school grounds was won by district No. 6, New Windsor, Orange county. A half million of votes were cast for "state flower"; the rose had 88,000 majority. The teachers voted in favor of Bryant's Forest Hymn.

Supt. Draper well says, "A carpenter shop connected with a high school is a feeble thing to bestow a practical education upon the children of a sizable city." He strongly recommends the kindergarten. He sees this is not only at the bottom of the course, but the mold on which the studies and work afterward is to be shaped. The report shows that the superintendent has been thinking largely on the work of education in this state. It needs the best thought and action that can be summoned; the educational system is quite incomplete, but Judge Draper has the proud consciousness that he has initiated a large reform already.

Responsibility in Supervision.

By FRANCIS W. PARKER, Cook County Normal School, Ill.

Progress of the Common School.—When we take into consideration the short time the common school system has been established; when we consider that the vast problem of universal education at public expense, is a new one; that the central authorities of state and the general government have very little to do with the common school system except to pass enabling acts; that each school district or corporation is nearly a perfect autonomy in itself; that the common school system has been and is of purely democratic offspring and growth; that its establishment, progress, and support have been entirely dependent upon the development of intelligence among the people; when we consider, too, the tremendous obstacles of honest conservatism, and of corrupt politics, the demand for an immense number of teachers, and that training schools are entirely inadequate to furnish any considerable number of skilful teachers; that the whole nation has been devoted to material interests which have kept them from the higher spiritual interests: taking all these and other factors into consideration, it is safe to say that no institution of a like kind ever established by man, has made the marvelous progress of the common school system of the United States.

We are so close to this making of history that it is impossible for any one to adequately appreciate how much has been done for the education of the people in the last few years. Every step in the history of our common school system has, from the beginning, been marked by a steady onward and upward movement, a sure promise of still greater improvement. Compared then with the history of all like institutions in the world, and considering the centuries it has taken to develop them, compared with the results that can be seen and felt everywhere in our republic, our common school system can be pronounced an unrivaled success.

City Supervision.—The idea of the supervision of city schools was originated long after the common school system was founded. Previous to 1837, the year that Horace Mann began his work in Massachusetts, there is no record of any city superintendents. In that year, 1837, Buffalo, N. Y., appointed a city superintendent. In 1839, Hon. Nathan Bishop was elected to the position of superintendent of Providence, R. I., and twelve years afterwards Mr. Bishop was made the first superintendent of the city of Boston, 1851. In 1841, John A. Shaw,

was chosen city superintendent of New Orleans. In 1844, Andrew Friese, who was secretary of the school board, was appointed acting manager of the school at Cleveland, O. J. N. McJilton, was elected superintendent of Baltimore, in 1849, and Nathan Guilford, of Cincinnati, in 1850. New York city organized the same in 1851, closely followed by San Francisco and Jersey City in 1852; Newark and Brooklyn in 1853, and Chicago and St. Louis in 1854. Some of these appointments were unsalaried, and the superintendents were little more than secretaries of school boards. Philadelphia had no superintendent until 1883. These facts are taken from Boone's "History of Education in the United States."

At first a perversion of the democratic idea refused all supervision and demanded utter independence of individual action on the part of teachers. Supervision came into existence through a necessity for some one to do clerical work for school boards, to buy brooms, slates, and other appurtenances of a school. The idea has gradually developed into that of an expert educator, which may be called the latest phase of supervision. And from this point of view, I shall attempt to discuss the functions and duties of school supervisors and superintendents. The possibilities of better and more efficient supervision are limited only by the possibilities of improvement in teaching. The highest duty of a supervisor is to make better teaching possible.

The True Method of Supervision.—The most efficient plan of supervision ever yet tried in the schools of large cities, is to make the principal of a district school responsible for the supervision of his entire district. He should be fully authorized to follow and supervise the education of every child in his district, from the time of his entrance into the school until he graduates from the high school. Every school which feeds the central grammar school should be under his guidance. There should be no division into primary and grammar schools in supervision.

He should have entirely in his hands, the matter of compulsory education. Compulsory education means that parents who, through poverty, or ignorance, or vice, neglect to send their children to any school, thus depriving the state of an intelligent support, should be compelled to do so. It means also that when habitual truants get beyond the control of their parents or guardians, the law should bring and keep them in school. The principal of a district school should have a complete list of all the children in his district and their residences. If children attend private schools, there the matter should end; his business is to discover those children who do not attend any school, and he should have the means, and all the means to bring them in, and keep them in, school. The attendance officer should be under his immediate control; his whole corps of teachers, and indeed the whole school, should be made the means of salvation of every child in the district.

Responsibility.—The supervisor or principal of a school should be responsible for his school. Business without responsibility is a failure; education without responsibility is impossible; progress without responsibility is a myth. Responsibility for a school is meaningless unless the principal has the authority to select his own teachers from an approved list furnished by the superintendent. This fact is as plain as a pike-staff. It cannot be gainsaid. One incompetent teacher in the line of eight years' work, damages irretrievably the whole course of instruction and development. If the teacher fails in his work, the supervisor's recommendation should be sufficient to relegate that teacher to some more congenial work outside the profession of teaching.

Should Understand Education.—Next to the choice of teachers, the supervisor should be *par excellence* a teacher of teachers. It goes without saying that the holding of teachers' meetings should be the main factor in the progress of a school. They should be held continually under the direction of the principal, and every teacher in the corps should contribute, by discussion and suggestion, all he can bring to the assistance of the whole corps. One effective conference of teachers is

worth many hours' work in the school. The principal of a school should be an earnest, persistent student of the laws of human growth and the best means and methods of developing the human being, and he should bring all this power and skill to bear upon the education of his teachers. He should use every effort to bring about a strong, vigorous co-operation of his entire corps, so that the work of the whole school, from the lowest primary grade to the high school, may form one organic whole.

Inspect and Examine.—The principal of a school should be a keen and truthful critic of teachers and teaching. The two means by which he may estimate the value of teachers and teaching are inspection and examination. By inspection is meant the close observation of the teacher at work, and the pupils working under the immediate directions of the teacher. The ever present question should be: Are these pupils doing that work in the most economical manner which is immediately needed by them for their growth and development? The examination, however, is a means of looking upon an aspect of teaching that inspection will not reach.

Examinations should demand that work, and only that work, which is of genuine value to the pupils examined. An examination which calls for non-essentials in education is in a high degree injurious. An examination, to be of use, must be a demand for real teaching, that teaching which develops the children. An examination should test what pupils can really do in thinking and expressing thought. It should comprehend all the genuine work pupils have done and are doing. An examination should suggest to the teacher any marked weakness of his pupils in the work that should have been done. Both in inspections and examinations, all the circumstances of the pupils should be thoroughly understood and carefully considered: for instance, the teaching in the grades below, the home influences and surroundings of pupils, the infirmities of heredity, and all the obstacles which prevent pupils from coming up to grade. It is plain that a teacher should not be charged with the sins, faults, poverty, and ignorance of parents, nor deformities resulting from mental and moral inheritance. The *en bloc* plan of examination perpetuates the doctrine of the "survival of the fittest" with a vengeance. It is directly contrary to the human doctrine which would fit every one to survive.

Thus Test the Teacher.—The sole motive of inspections and examinations should be to aid the examiners in estimating the skill, ability, and attainments of the teacher, and never for the promotion of the pupils. A teacher who has pupils under his care for a year or more, is the only person capable of judging when his pupils should work in the next grade. A teacher incapable of knowing this important fact, is also incapable of teaching, and no examination can possibly make him a good teacher or repair the injury he has done. Thus expert examinations and inspections can be made of inestimable value to a teacher and to a school, while inexpert, ignorant examinations, authoritatively made, can be the cause of the greatest injury.

The second important duty of a supervisor is that of criticism. When a principal discovers a fault or a weakness of a teacher, he should frankly inform the teacher and give his reasons therefor. No principal should ever criticize a teacher to any one except the teacher himself, until he is sure that his criticisms are without effect. The principal who waits until the end of the year and then recommends the dropping of a teacher, without first giving him all the criticism necessary, and all the help possible, is guilty of a grave error. A supervisor can indeed do very much for the education of the teachers under his charge, but there are many "school-keepers" whom no power on earth can effectually help. An untrained, comparatively indifferent, and ignorant teacher is beyond the reach of the most efficient supervision.

Give Model Lessons.—A principal should be thoroughly capable of giving model lessons in every grade in his school and upon every subject taught. Such lessons should practically illustrate the application of the principles of education.

To recapitulate: (1) A principal of a school should have the responsibility of his whole district; (2) he should be given the authority to choose his own corps of teachers from an approved list furnished by the superintendent; (3) his recommendation should be sufficient to dismiss any one of them; (4) he should be a first-class teacher of teachers; (5) he should be an expert in inspection and examination; (6) he should have the ability to teach every child in the school.

A Great Office.—The office of a superintendent of any large city like New York, Chicago, or Philadelphia, if we measure it by the executive ability necessary to develop an effective and progressive school system, is the most important position in the gift of the people. No other office requires so much knowledge, wisdom, tact, and patience. The duties of most other offices consist in the manipulation of machinery; in conducting details of business in the most economical or political manner, but the duties of the superintendent of a large city cannot be measured by the managing of machinery or the manipulation of details; he deals with the spiritual influences, with the possibilities of growth.

The development of the common school system into an adequate means of perpetuating this republic by educating loyal, honest, thoughtful citizens is the one aim that towers above all other questions of society or state. The most difficult problem in our school system is that of expert superintendence of large cities. Ignorance, poverty, and vice, enhanced by immense accretions of population, increase the difficulties enormously. Small districts have decidedly the advantage over large cities in developing facilities for the education of the masses. The two great obstructions to progress are the vast incoming of ignorance, poverty, and vice on the one hand, which is controlled by corrupt politics, and the profound indifference of educated people, absorbed in material prosperity, which renders them deaf and dead to the intrinsic interests of society.

Not Seek Uniformity.—No common school system of any city of the first class like Chicago and New York, has yet passed, in its evolution, much beyond the absolutely necessary period of material organization. I have said that the basis of material organization is an absolute necessity as an indispensable foundation for the spiritual superstructure, but material organization brings with it as a sort of staging, some necessary evils; evils that are very difficult to eradicate. The greatest evil is the apparent necessity for a rigid uniformity; uniformity in courses of study, in methods, and in examinations. In all inceptive steps uniformity is a necessity, no doubt, but a fixed and permanent uniformity means little or no progress in the art of teaching. Such uniformity has the effect of putting all teachers upon a dead level; commands, "Keep in the ranks, keep step, wheel and march in line." "If you get out of step, if you move into the line of skirmishers, you are doomed." The law of uniformity makes the whole body of teachers an effective guard against any advance. Freedom and uniformity are incompatible. A young teacher enters the ranks of uniformity, his enthusiasm and zeal in the study of his art carries him over the dead line, and he is shot without judge or jury. Uniformity may be a necessity in the evolution of a school system, or any other system but there comes a time when this rough staging should be torn away. The next period of evolution must be a period of liberty, that liberty so restricted that it will lead to freedom. Merit in fixed uniformity is complete skill in routine duties, a strict compliance with conventional demands, the order that keeps pupils still; the teaching that complies with the letter of a course of study; the drill that passes classes *en bloc* from grade to grade; the spirit that humbly bows to dogmatic rules. Under uniformity, teaching is a business and not an art. A business is governed by fixed rules; an art by eternal principles.

Think for a moment of a great corps of teachers, each imbued with a divine enthusiasm of study and a firm devotion to the highest interests of humanity; each striving to find more and more of truth, and to apply it for the weal of the child. Think of each giving freely to all the treasures and truths that he finds, and receiving as

freely from all, their discoveries. Under such circumstances we would not have to search with a Diogenes lantern for a first class teacher.

It Re-acts on the Teacher.—The striking proof of the deadening work of fixed uniformity is found in the great lack of efficient teachers to fill important positions. But the disciple of uniformity is struck by fear at the thought of breaking this crystallized ideal and becoming shipwrecked upon the unknown sea of liberty. The United States of America have cast its all in one die, and that is the idea of democratic growth. The genius of this republic is freedom, and the germs of freedom are to be nurtured in the common school. A free people cannot be developed by teaching sunk into uniformity; freedom demands free teachers. "That is all well enough if we had competent teachers, but uniformity is an absolute necessity for the suppression of indifferent teaching," it will be argued. "As we have not the required number of skilful teachers, therefore we must take refuge in uniformity." This argument is well known, even if it is more often thought than uttered. Legislation, rules, regulations, supervision, have been made for the greater part upon a too well founded supposition that teachers are not equal to trust and responsibility. The effect has been to make mediocrity the rule, and excellence the exception. The fear that liberty will be degraded into license is founded on the supposed fact of unworthiness on the part of teachers.

The Competent Teacher.—It is difficult to describe the qualifications that constitute a competent teacher. Most of us imagine that we know a good teacher when we see him at work; still to analyze the character of such a teacher is no easy task. We shall all agree upon one fact, however, that generally the greatest weakness in teaching power is found in the lack of education. The supreme test of education is found in the attitude of the mind towards truth; it is found in a poverty of spirit, in hungering and thirsting after righteousness, in a divine discontent with present abilities and existing circumstances. Possibilities of knowing and being are the true measures of a soul.

Erudition and education are not identical; erudition is cyclopedic, education is power. But liberal education, in its broadest and deepest sense, will not make a teacher; out of education the special knowledge and the special skill of vocation, in a word, professional knowledge and professional power, mark the most necessary qualifications of a teacher. A good teacher, in whatever stage of goodness, is one who is ever learning, ever struggling for something better and higher than present attainments. A good teacher is an enthusiastic, zealous, earnest, persistent student of the child and the universe created for the child.

The Selection of Teachers.—This part of the discussion leads only to one conclusion, a conclusion already made in this paper: The supreme duty of a school superintendent is, first, to select the best possible candidates for the positions of teachers; and, second, to furnish every means to educate teachers in their positions. A systematic examination of candidates for teachers is a very recent mode of selecting teachers. It grew out of supervision. The general plan of a few years ago was to leave the selection of teachers almost entirely in the hands of sub-committees of districts. These sub-committees determined, in a very imperfect manner, the qualifications of teachers. In a few intelligent communities, where the principal succeeded, by good management, in gaining sufficient influence, he had much to do in the recommendation of teachers. But in the great majority of cases there were no reliable examinations. The result of this plan is known to all; the competent teacher was the exception, the incompetent the rule, and too often the position of school teacher was looked upon as a perquisite of political office.

School Work a Factor.—The next step in the evolution of examinations, was to test candidates in regard to their literary or academic learning. This step was an absolute necessity to prevent the incoming of illiterate teachers. Some one has said of this examination: "It is a sieve through which incompetent candidates are sifted

down and out." At best it was an obstruction to the entrance of poor teachers. Those candidates who had a fresh burden of verbal memorizing were generally the most successful. The next step in advance was to examine candidates upon the pedagogical side in order to ascertain how much of the science of education they had studied. There is a universal agreement that the name of an incompetent teacher should never be put upon the list of available candidates, yet it is just as true that no method of examinations has ever been devised in this country, which carries out the rule of plain common-sense. By written examinations, however severe and all-sided, the genuine merits of a teacher cannot be fully weighed and appreciated. The most effectual mode of certificating candidates is yet to be found. Some day the most prominent factor of an examination will be the teacher's actual work in the school-room. An expert examiner can ascertain more of a teacher's education, culture, professional knowledge and teaching skill, by spending a few hours in his school-room than by any and all other means taken together. Some day every teacher will be made to feel by some common-sense mode of examination, that true merit always wins, and mere word-learning must meet a sure and certain defeat.

Recognize Merit.—The next highest duty of a superintendent is to know and practically recognize true merit in his corps of teachers and assistants from the highest to the lowest. The depression caused by a demand for uniformity has already been noted. Enthusiasm, zeal, persistent study would be the result of a universal and substantial recognition of good teaching and executive ability. No teacher can do his best by any other method than the method he believes to be right. Therefore in order to recognize merit, no superintendent or supervisor should ever dictate the use of a method to a trusted teacher. The recognition of merit implies the detection of faults and weaknesses, hence the necessity of careful and courageous criticism. A superintendent should never make a criticism directly to a member of a corps of teachers until he has first made it to the principal; then by the advice and counsel of the principal, it may be made to the teacher himself. This is a plain application of the rule of responsibility; orders and criticisms should be invariably given to responsible heads of departments; a criticism of a teacher whom a principal has selected is, in a certain sense, a criticism of the principal. Then, too, a teacher should have one main authority for direction, advice, and counsel. It is a sign of weakness in a superintendent to infringe upon the duties of other officers. Everything should be done to strengthen the authority of a principal and nothing to weaken it.

It is plainly impossible for the superintendent of a large city to personally examine all the merits of the schools and judge their principals with equal justice. It is a very simple mathematical problem of three thousand teachers and one thousand hours, or one hundred schools and one thousand hours. Hence the importance of an immediate staff of able assistants of a superintendent who shall directly assist him in these inspections and examinations. If the principals are made responsible for their schools, then the superintendent with his corps of assistants would have no other purpose in the inspection and examination of schools but to determine the abilities of the principals, and at the same time to assist them in their duties in every possible way. The superintendent should bind his corps of teachers in one organization for mutual aid and assistance. The most effective means for this purpose is the teachers' meetings.

The Teachers' Meetings.—Teachers' meetings should be so managed as to bring out the best that there is in each teacher, and the frankest and freest expression of their thoughts and criticisms. A teacher who feels that his conclusions are not consonant with the superintendent's or supervisor's, and therefore will not utter them, is cowardly. A superintendent who suppresses in any way the best thoughts and most honest beliefs of his teachers by his manner or dictum is a petty tyrant.

There is a vast difference between loyalty to a superintendent and a system, and toadyism. The superintendent who allows toadyism degrades his teachers. While all teachers should be wholly loyal to a general policy of a superintendent, and should fully appreciate the difficulties in his way, they should speak the truth in their hearts. If they do not believe in a plan which he proposes, they should feel perfectly free to discuss and oppose it. It is the bringing out the best that is in each individual teacher that is the highest merit of a superintendent. Every one is fond of approbation, but one's best friends are his honest critics.

Courses of Study.—Making and arranging courses of study are among the most important duties of a school superintendent. To this work should be brought the immediate staff of the superintendent and his general counsel, the principals. A course of study is an arrangement of topics and subjects in the line of development. It shows the teachers the direction of work, and is a general guide in the preparation of lessons. A course of study should be adapted to the abilities of teachers. An iron-clad course of study that demands compliances in every detail, is a dire means of compelling uniformity. The differing circumstances of pupils demand flexibility in the adaptation of a course of study; a class badly taught through several grades cannot be made to follow a course of study without disastrous results. A course of study should be under constant discussion and should be changed when necessary. It should aid teachers in doing their best work.

Dismissing the Incompetent.—No duty of a superintendent requires more courage than the dismissal of teachers. An unappreciated teacher never appreciates a dismissal. But the question is a very plain one. Shall hundreds of children or one individual suffer? That is the question. A law higher than that of man answers this question: "And whoso shall offend one of these little ones." One should have a profound sympathy for teachers who fail, but their sympathies should be more profound for the little ones who suffer under poor teaching.

The ideal superintendent is one who arouses in the heart of every one under his guidance a deep and abiding sense of the great dignity of the holy office of teacher. Through liberty he leads his teachers up to freedom. He incites earnest, persistent study on the part of every member of his corps; he rewards true merit; spends the money of the people in the most economical way for the benefit of the children and the future citizens. Loyalty to a superintendent is the duty of every teacher; loyalty without fawning, cringing, or flattery; loyalty that makes unity of purpose an irresistible power.

Obstructions.—It goes without saying that I have here presented an ideal which is yet very far from realization. This doctrine of responsibility has indeed been tried in a few small districts and in some smaller cities, but in no very large city of the United States has a superintendent the necessary authority to superintend completely the school system under his charge. No one can doubt that, as in all kinds of business in which supervision is a necessity, some day this doctrine of common sense will be applied to all school systems. The road, however, to such a desirable end is filled with immense obstructions. These obstructions are generally coincident with the difficulties of realizing an honest, business-like municipal government. However simple the theory of responsibility may be, the practice is generally considered by school officers as impracticable under the circumstances. *Circumstances* too often mean personal or political influences. But notwithstanding the fact that the way is hemmed in by great political difficulties, the main difficulty lies with the teachers themselves. If all teachers stood upon the common platform of "responsibility in office" as the one means to expend the people's money for the highest good of the children, if the teachers unitedly worked to this one end, the way would soon be clear and open for a general recognition of the teacher's rights and the teacher's true dignity.

Teachers Not United.—The teachers fail in having a

commanding influence because they are divided among themselves. Honest differences of opinion in methods are too apt to create incessant quarrels that degrade teachers and lessen their influence. No worse state of things could be conceived than the universal agreement on the part of all teachers in regard to methods. Multitudinous honest differences, the results of study and investigation, should lead to a closer unity in the application of principles. It is a very mean and low reason why teachers attack each other upon personal grounds, and degrade the dignity of the profession into personal strife, simply because they differ honestly in matters of method. A teacher who is seeking for the truth should be thankful for these differences, and should meet those with whom he differs in a frank, open spirit of honest and fair discussion. It indicates a very low plane of morality to take the differences of opinion as a reason for bitter, unrelenting, personal combats that end in bigotry and hate.

Unused Power.—No body of men and women on earth would have the tremendous political and social influence that teachers could have if they stood united and unanimous upon the main principles of progress. It must be a very poor teacher, principal, or superintendent, who does not earnestly desire the complete responsibility of managing his own work in his own way; but all the experiments thus far in this direction have been rendered partially ineffective by the attacks and animosities among teachers themselves. We should make a great difference between the discussion of principles and merits of methods, and personal discussion. We should welcome every difference of opinion and every reason, and at the same time stand firmly united for the highest good of all children under our charge.

Personal bickerings indicate a very low stage of professional life. Just so far as teachers rise to their true dignity and to the worth of their holy office, by earnest, honest study and courageous application of the truth when found, will the people recognize the value of true teaching and the skilful teacher. Then will come the responsibility which means success and progress.



The School Room.

FEBRUARY 13.—EARTH AND SELF.
FEBRUARY 20.—NUMBER AND PEOPLE.
FEBRUARY 27.—PRIMARY.
MARCH 5.—DOING AND ETHICS.

Lessons in Latitude and Longitude.

By E. H. ATWOOD, Lincoln Park, N. J.

These lessons are not intended for one day. The first two may be illustrated upon the school ground, or in an open place upon the school-room floor. Then, the pupils take the place of the letters and figures.

- I. Say nothing about *latitude*, *longitude*, or *geography*.
- II. Do not use the terms *above* and *below* the line, else they may think *north* means *up*; *south*, *down*.
- III. Let each say and do something; especially the dull ones.
- IV. You do the questioning; allow them to do most of the telling.

LESSON I. *Distance* { North } lat.
 { South }
 { East } long.
 { West }

(This diagram for teachers only.)

Object.—To teach distance in all directions.

The teaching of directions has been so ably and clearly illustrated in THE SCHOOL JOURNAL that it is unnecessary here to dwell upon the subject.

Miss Sarah E. Scales gives an excellent method in the Primary Department of No. 24, December 26, '91.

Caution.—Emphasize distance.

LESSON II. *Lines* { Measuring.
 { Marking.

(This diagram for teachers only.)

Object.—To teach the measuring and marking of distance. Provide one or two of the pupils with rulers.

Measuring.

Place on the board Fig. 1, any size. Don't measure it.

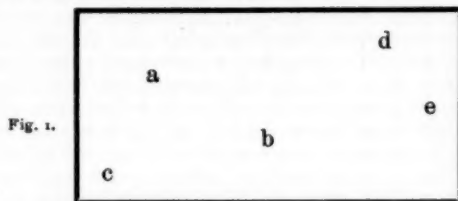


Fig. 1.

How many inches from *a* to *c*? *d* to *a*? *b* to *e*? *c* to *d*? *d* to *e*? *e* to *a*? etc., etc.

Ask different pupils the same questions, and their answers will vary. This is just your aim to get them to see *something* must be done to get the *exact distance*.

Caution.—Don't use the ruler nor allow them to measure.

When they see this something (measuring) clearly ask if they know of any easier way and if by questioning they do not think of using a line let a pupil draw Fig. 2 upon the board, carefully measuring, so that the figure will be 2 ft. x 1 ft. And also allow the same one to locate the lines, letters, and figures.

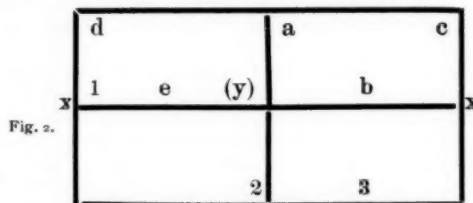


Fig. 2.

Let lines *x* and *y* be drawn with different colored crayons.

How many inches from *d* to *a*? *a* to *c*? *d* to *1*? *a* to *2*? etc., etc. They will now see that lines are a great help in measuring. How long is your ruler, John? How many inches? How do you know? What are those little lines for? (Helps.) Mary, go to the board and divide each line into spaces 4 inches wide.

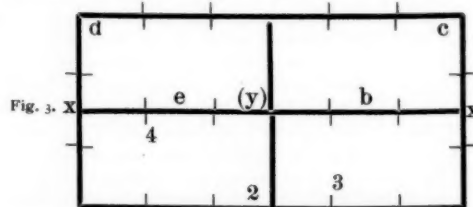


Fig. 3.

When she has finished, Fig. 3 appears.

Question as before and they will readily see the usefulness of lines and divisions in measuring.

Now let one of the children draw Fig. 4, same size as the others but divisions only two inches wide.

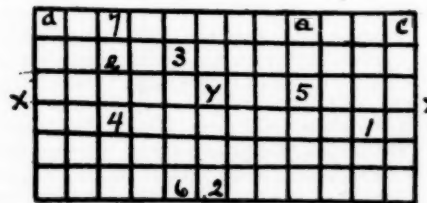


Fig. 4.

Now, children, you may call the lines north of *x* *north* lines, and those south, *south* lines. The ones east of *y*, *east* lines and those west, *west* lines.

How far from *a* to *5*? (6 inches.) Yes; what did you measure? (Distance north.) Upon what did you measure? (Upon one of the *east* lines.) How far from *e* to *7*? (Four inches.) What did you measure? (Distance north.) Upon what did you measure? (Upon one of the *west* lines.)

Vary these exercises, but drill thoroughly until the children see that distance north and south is measured upon east and west lines. In the same way cause them to see that the opposite, that east and west distance, is measured on north and south lines.

Marking.

Now let us change Fig. 4 a little, and we have Fig. 5. Annie, you make the change. If your father asks you to sort out 100 bushels of potatoes how will you know when you have that number, James? (By counting.) But suppose you make a mistake or forget? (Mark down the number.) Yes, James, so in meas-

uring distance what may we do? (We may mark the distance.)
Annie has finished and I will add the letters *a*, *b*, and *c*.

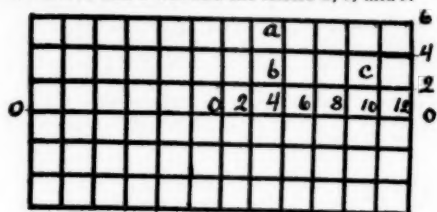


Fig. 5.

We will change Annie's figure a little. Willie, erase the *x*'s and write *o* in their place. How far from *a* to *b*? The *east* lines don't like this question, for they begin to see that they do all the work measuring. "Never mind," said the *north* lines, "we'll do our share." We'll mark the distance. At this the *east* lines rest content and by the aid of both we find the distance to be 4 inches. Now, children, look very carefully and you'll see (imagine) the *north* lines marking. James, your hand is up, and since they cannot mark with chalk, suppose you help them. He steps to the board and writes 2, 4, and 6, at the right.

So proceed with *west* and *north* lines etc., etc.

Susie change *y* to *o*.

How far from *b* to *c*? At this the *north* lines become angry as they have to do all the work, (measuring.) "Never mind," the *east* lines say, "you helped us before, we'll aid you now. We'll do the marking."

Who sees the *east* lines at work? Jennie, you help them. She passes to the board and writes 2, 4, 6, 8, 10, and 12, along the *horizontal* lines. Drill upon the *north* and *west* lines, etc., etc.

LESSON III. Names of $\left\{ \begin{array}{l} \text{dist. } \left\{ \begin{array}{l} \text{lat.} \\ \text{long} \\ \text{degrees.} \end{array} \right. \\ \text{lines } \left\{ \begin{array}{l} \text{parallels.} \\ \text{meridians.} \end{array} \right. \end{array} \right.$

Object.—To teach the names of distance and the lines.

Distance.

How wide is Fig. 2? (1 ft.) How long? (2 ft.) Now you see we have a *wide* distance and a *long* distance. I will now (with your help) group the 4 distances north, south, east, and west. We will form two groups one for *wide* distance and the other for *long*. I'll place a diagram on the board for the first group.

(a) $\left\{ \begin{array}{l} \text{wide} \\ \text{distance.} \end{array} \right.$

Susie, you write one for the second group. She does this and diagram (b) appears.

(b) $\left\{ \begin{array}{l} \text{long} \\ \text{distance.} \end{array} \right.$

Now who will fill out (a)? John, goes to the board and writes north and south. Who will try (b)? Mary writes east and west.

Children, the word *latitude* is taken from a Latin word meaning breadth (*width*). The word *longitude* from a word meaning *length*. Which name shall we give the first group? Annie, as you have an idea just erase the word distance and write its new name. (Writes *latitude*.) In the same way let them write *longitude* in diagram (b.)

By every means in your power impress upon and keep before their minds that latitude and longitude is distance. (Or names for distance.) Tell them this distance is divided into parts called degrees just as the foot is divided into inches; the yd. into ft.; the mile into furlongs, etc., etc.

Finish diagrams (a) and (b) by writing the number of degrees and you have (a) $\left\{ \begin{array}{l} 90^\circ \text{ North} \\ 90^\circ \text{ South} \end{array} \right\}$ latitude.

(b) $\left\{ \begin{array}{l} 180^\circ \text{ East} \\ 180^\circ \text{ West} \end{array} \right\}$ longitude.

Lines.

Now we've talked about the distance in Fig. 2, what else do you see in Fig. 4? James says lines. Yes, James, and to tell these lines apart we will give them different names. The lines of the first group we will call *parallels*; those of the second group, *meridians*. Now I'll change the diagrams a little.

(a) North _____ of $\left\{ \begin{array}{l} \text{latitude} \end{array} \right.$ (b) East _____ of $\left\{ \begin{array}{l} \text{longitude} \end{array} \right.$
South _____ of $\left\{ \begin{array}{l} \text{latitude} \end{array} \right.$ West _____ of $\left\{ \begin{array}{l} \text{longitude} \end{array} \right.$

John thinking he knows the first is sent to the board and writes the word *parallels*.

Another pupil writes *meridians* in the second.

Caution.—The illustrations have been with *straight* lines, and to avoid confusion of ideas do not tell why parallels are so called else they will question, "Why not the others also called *parallels*?" Don't tell why meridians are so called.

When old enough to understand, or after they *thoroughly* know the preceding, then explain how places on the same meridian have noon at the same time; the difference between a meridian and meridian circle: 360° in every circle (large or small); why the lines are curved on the map, etc., etc.

The child has learned.

I. That latitude and longitude are *names* for distance.

II. That *degree* is a name for part of that distance.

III. That *parallels* and *meridians* are names given to lines.

IV. That when parallels *measure* meridians *mark*, and vice versa.

Six Months in Geography.

By JOSEPHINE K. BROWN, Syracuse, N. Y.

With a class of nine little girls averaging eight years of age, I began last September some first lessons in geography. We are not bound by any course of study, so we have taken since then only a step each day, and this is the ground we have thus far traversed: Points of the compass, shape of the earth—developing words sphere and hemisphere, daily motion—day and night; smaller divisions of land and water; continents; oceans; important islands; North America—its outlying waters—physical and political divisions—mountains, lakes, rivers—productions—occupations—languages.

All this has been but a mere outline, which they are well prepared to fill in later. My idea has been to give them a general idea of the world that they may be able to read books of travel and become interested in all that intelligent people know about.

We began our work by using the sand-table; the teacher molding while the children described—in their own fashion—islands, capes, etc. We made but one point each day, and as soon as a suitable description was obtained from the pupils it was put word for word upon the blackboard. Then the little maids sat down to spend a remaining few moments of a half-hour recitation in copying in their "very best" handwriting this definition of their own making. I often wondered where outside the school-room they would find these forms repeated and wished so many times that a kind fate could have placed us near some body of water. The fall rains helped me out. Every rainy day the little ones came to the class-room with radiant faces. The streets were full of forms to them—each little tuft of grass was an island, every puddle a lake. There was a deal of talking and not so very much old-fashioned good (?) order, for we all had seen plenty of forms during our "summering." When we came to oceans, we examined our hinged globe, decided that the only way to get a picture of all of it at once was to open it and then we brought out our map of the hemispheres. Here was the world before us! We first learned the names of the five oceans by pointing to them upon the map and later by copying them. Then we followed the ships across the waters telling what they would be likely to carry. We did not forget to speak of the poor divers in the Indian nor the oil from the Northern Pacific which makes the pretty white candles. When we came to continents, what was there not to tell? We read from our charming little text-books, "Our World" and we had some books at home which we found most useful. We did not find Asia a bit uninteresting. We read about it one day—next day we told all we could remember. The stories were invariably placed upon the blackboard as they came from the lips of the children and as invariably copied upon our ruled slates. We also had pictures of life in Asia brought in and we thought it no waste of time to look at them and express our various opinions of them. Later we learned the names of the great arms of the oceans about the continent but not its political divisions.

In this way we studied all the continents.

Then we looked up all the important islands, and learned something of their climate and productions. The children were much amused at the little mother, "Great Britain," and her great family of large and small children.

Having obtained a general idea of the lands and waters of the earth we returned to our own continent of North America. We already knew some arms of the ocean about it but nothing of its ups and downs. Here came in the sand-table to our rescue. The teacher made her best representation of it in the sand and asked the children please to see if it looked anything like the map in the book; she stepped back to give place to the little critics. It was a pretty sight—indelibly impressed upon the looker on. Finger upon book they pressed about that table and taught each other in a few moments, what the teacher could not have hoped to do in a half-hour's talk. We hung our map of North America (a large one) beside our map of the hemispheres and decided we could study better from a large picture than from a small one. We have followed North America systematically and somewhat in detail but have never used a question from a text-book until a few days ago, when just for recreation we thought we would see how many questions we could answer. How many? Every one.

Who is willing to say that the old "Learn so many questions for to-morrow," is the way to interest the children in geography? I hated it when I was a child! These children are always disappointed when called from it to other work. You ask in THE JOURNAL, "How have you been able to interest parents?" I answer by interesting the children. The parents give us great encouragement and often spend an hour with us, watching the children at their work.

A Lesson on Cleanliness.

By SUPT. M. A. CASSIDY, Lexington, Ky.

The janitor asked no questions, but evidently he did not divine my intentions when I called him into my school-room after dismissal, and, showing him my longest recitation bench, directed him to place it on the right hand side of my rostrum and scour it scrupulously clean. I stayed to superintend the work, and when he had finished, not a speck of dirt was visible on that bench and it contrasted beautifully with the others. Then I placed a neat little stand at the bench's end which stood nearest my desk.

The next morning I was unusually careful of my personal appearance. I took with me to school a snowy tidy for my stand and a vase of such flowers as I could gather in the yard.

When the children began to enter the room, I saw that the more observant ones were attracted by my preparations, and called the attention of the others to them. They were evidently mystified; for, gathering in knots about the room, they discussed in undertones my clean bench and the flower-stand that stood near it.

"Before you come to the recitation seats, children, I am going to tell you a short story," I said, after the usual opening exercises. When I had made this announcement all looked at the bench and flower-stand as if they were sure that my story was, in some way, to be connected with them. This is the story that I told them:

"Once upon a time there was a good queen who loved every one of her subjects. Almost every day she sent messengers to them with kind words, and instructions as to how they should live so as to be healthy, wise, and respected. Among other good lessons which she gave them was one which she always directed her messengers to deliver with great emphasis: 'BE CLEAN.' Now this good queen had her messengers impress upon her people that this meant to keep not only their bodies and clothes clean, but also their hearts and mouths.

"Very many of her subjects obeyed these instructions and were nearly always well and happy. The happiness of all did not depend upon riches; for some of them were indeed very poor; but even the poorest were cleanly in their cottages, in their personal appearance, and in their speech.

"But there were some that would not heed the queen's instructions. They were lazy and careless, and so gave no care to their homes and their personal appearance; nor were their words any cleaner than their homes and persons.

"By and by a dreadful disease came among the people and the queen found that it was caused by the uncleanness of those of her subjects that had not heeded her instructions. She visited them in their affliction and attended to their wants; but many of them died. Only a few of those who had lived according to their queen's instructions were afflicted, and those that were soon recovered; for neither on their persons nor in their homes could the disease find any filth to cling to.

"Now the good queen was very sorry that all her people had not heeded her instructions, and she grieved very much because of the affliction that had been sent upon them.

"She loved all her people, but she thought it best for them that they be separated. So she divided her dominions into two parts, and made a great wall between them. The bright, flowery division she gave to those who had heeded her instructions; and to those who had been too indolent and careless to do so, she gave the other division which was dark and cheerless. The portion that was given the cleanly ones soon became noted everywhere; they were continually improving it and it became brighter and more beautiful every day. And they continued to be cleanly in person and speech.

"Now when the uncleanly ones found themselves parted from the rest of the people, they became very unhappy and sent messengers to the queen to inquire how they might again be with their neighbors, whose flowery possessions they could see, but were not allowed to visit. The queen's answer was very short this time. It was this: 'BE CLEAN.' Then they began to recall all the good queen's instructions, and they resolved upon a general cleaning up. All the houses were scoured, piles of rubbish were taken from the yards, and lime scattered where they had been. Regular washing and mending days were set apart, and there was such a demand for bath-tubs, soap, towels, combs, blacking, and brushes, that the merchants had to order a new supply. Having become so neat and clean in their personal appearance, they began to give attention to their speech and manners; and when the queen next went amongst them, she was so surprised and delighted that she at once had the great wall taken down, and the people were again united; and all were happy, because all were clean."

When I had finished my story, I saw that every one knew its meaning; for I had given daily lessons on personal cleanliness, with but slight evidences of improvement. "Now, children, we will pretend that I am the queen in the story. Any of you who have not heard my instructions about cleanliness of body, clothing, and speech, will raise your hands." Not a hand was lifted.

"All of you see the beautiful bench near the flower-stand. That we shall call the bright land of flowers where the cleanly ones

shall stay. The other bench we will call the possessions of the uncleanly. All of you who have given close attention to your toilets this morning may go to the bright land of flowers. Those who have not, may go to the other side." There were only ten on my clean bench. I do not think that I have seen a happier boy than Willie M——, the poorest boy in the room, when he took his seat on the clean bench. His clothes were threadbare and patched, but they were clean; his shoes were worn at the toes, but they had been nicely polished, and his face and hands were clean.

"Why are you not on the clean bench, John?" I inquired of the son of a merchant whose personal appearance was all that could be desired. "I used an unclean word this morning on my way to school," he said; and I commended his honesty, and urged him to be more guarded in future of his speech, to be sure that no unclean thing came out of his mouth.

Those who occupied the unclean benches were restless and unhappy all day, though no further reference was to the morning's lesson. When I had finished the afternoon roll call, the hands of all on the unclean benches went up. "John may be your spokesman," I said, knowing that one could voice the desire of all.

"You may have the benches clean in the morning," he said. "We intend to be clean." And so all my benches were clean next morning, and I had two flower-stands instead of one. In future it was not only their pride to sit on the clean benches, but also to keep the benches clean and the vases on the stands filled with flowers.

Observation Lesson.

By Sarah E. Scales.

ANIMALS.

As people to-day are poor observers. We have depended too much on information alone through books, unaccompanied by observation, for our knowledge of the material world.

These lessons should be a part of the work of the school, and especially the early years. They are the basis of the physical sciences. Our knowledge of land and water, of plants, animals, and the human body, all come then through observation. Children should be trained to observe. This should be accurate, systematic, as far as it goes, and suited to the age of the child.

The aim of the lesson should be, to develop the child's soul; to increase its power of observation; to express the thought of the child; and to give useful knowledge.

While the teacher must plan her work according to the needs of the class, there should be a logical arrangement.

It should follow the laws of teaching, from the known to the related unknown and so on. Place yourself continually in the position of the pupil and work out the same problem that he is to work out. Prepare each lesson with the greatest care, no matter how well you think you may know it. Go over thoroughly every step of the ground, striving to improve it. Test children to see if interested; if not prepare in a new way.

Animals may be considered or observed in two ways; viz.:

As a whole } Size, color, shape, covering, home, habits, our care
of, kindness to, and use.

In parts } Name them, describe movements, give use, adaptation of parts to use.

During the first year this can be made simple, becoming more detailed during succeeding years.

Comparison and contrast, to teach differences, will come into the second and third year work. A few facts of definite knowledge are worth more than a great number of unrelated facts.

Do not attempt too much at first. Obtain the descriptions by direct questions, have the points expressed orally, or later in writing, in full, complete sentences. Afterward these may be combined into full descriptions.

An outline illustrative of this, on the external parts of an animal might be somewhat like this:

Animal.—Cat: Part.—head.

Head includes, skull, ears, eyes, nose, mouth, tongue, teeth, whiskers, hairy covering.

Analyze or describe thus:

Skull.—Shape of, where found in head, use of.

Ears.—Shape, number, use.

Eyes.—Shape, number, how they vary at different times, and how adapted in catching prey.

Nose.—Shape, use.

Mouth.—Shape, what included in it?

Teeth.—How many? Have children observe from animals at home; shape of and use, determining class to which animal belongs.

Tongue.—Kind of, use in respect to food, and cat's care of itself.

Whiskers.—Where placed, use of.

Hairy covering all over the head.

Similar lessons can be arranged for other parts.

Supplementary.

Charade.—Penitent.

PART I.—PEN.

(A table or desk strewn with papers; a boy, wearing a silk hat and long overcoat, looking them over hurriedly.)

Mr. Highflyer. Well! this is a little too much. Mrs. Highflyer, those children have been at my desk again, and one of the little scamps must have lost my stylographic pen. Now, how am I to go to business without that pen?

(*Mrs. Highflyer reading.*) Oh, you have probably left it under some of those papers! I'm going to have that desk cleared up.

Mr. H. Don't think of such a thing. I know where everything is now, and if anyone attempts to arrange them, I shall be all at sea. My dear, I shall be obliged to you if you will help me find that pen. Those children really need a severe lesson. Probably when I find the pen it will be hopelessly ruined.

Mrs. H. Why, Mr. Highflyer, there is the pen now, tucked behind your ear.

Mr. H. Really, Oh—ah—er, as I was saying, Mrs. H—, I am late already. Well, there is my car! (*Goes out.*)

Mrs. H. Ha, ha, ha! That is a good joke. I'll remember it.

PART II.—EYE.

(Enter two boys from opposite directions. One wears a bandage over his eye.)

Ned. I say, Jimmy, what's the matter with your eye?

J. Jack Adams hit me with a base ball, and it is all black and blue.

N. What, the base ball?

J. No, my eye. How sharp you are getting, Ned!

N. How did Jack happen to hit you?

J. Oh, it was an accident! Jack didn't mean it, of course.

N. I'm sorry, and I hope the accident will not keep you from taking part in the ball game next Saturday. You are our best short stop, and we can't do without you.

J. Thank you. It will take something more than a black and blue eye to keep me from that. Going? Well, good-bye. I must hurry too. (*They go out in opposite directions.*)

PART III.—TENT.

(Three little girls playing with dolls.)

May. I'm tired of playing house.

Floy. So am I. Girls always play house or some stupid thing.

Carrie. I know a new game. Let's play camp out, and have a tent to live in as our Jack and your Dick did last summer.

M. That will be lovely. But how will we get a tent? We can't have a sure enough one, as the boys did.

C. We can make one out of some sticks and sheets. Mamma will let us have sheets, I know.

F. Don't let the boys know about it, or they will make fun of us, and say we are trying to copy them.

M. They won't know about it. There goes the school bell. When shall we make our tent, Carrie?

C. To-night after school. Come over to my house, both of you.

F. Hurry, or we shall be late.

PART IV.—WHOLE WORD—PENITENT.

(A school-room—teacher seated at desk writing. A little girl enters very softly and drops on one knee before her, her hands clasped and eyes turned up in an appealing way.)

Teacher. (*Looking up.*) Why, Amy! I thought you had gone home long ago.

Amy. I did, but I came back. Miss Heath, I want to tell you something. O dear! I can't do it. (*Begins to cry.*)

Teacher. What is the matter, Amy? Come, my sweet little penitent, tell me what troubles you.

Amy (*crying harder*). Oh, Miss Heath, I am so ashamed! It was I who put the mouse in Minnie Ames' desk. I didn't mean to frighten her, but I wanted to see her jump. I didn't have the courage to confess before all the girls. Can you forgive me?

Teacher. There, there, dear (*patting Amy's head*), we will say no more about it. I see you are really penitent, and I forgive you. Run home now, for I must finish these examination papers. (*Amy goes out.*)

Questions in Patriotism.

(Questions that point to some important fact in the history of our nation, will call forth and stimulate patriotic feeling. They may supplement the regular lesson on American history, or be used to quicken the interest of pupils in looking into things for themselves. One question could be chosen from the following, and a time appointed several days in advance to listen to the answers.)

1. What two presidents do you consider the most distinguished? For what reasons?
2. What general do you think the bravest in the Revolutionary war. In the Civil war? In the Mexican war?

3. What was the difference between the Pilgrims and the Puritans?

4. What remarkable event took place in 1826?

5. What state believed at one time in witchcraft? What was done to suppress it?

6. What discovery did the Dutch make in this country.

7. What other countries besides Holland made discoveries and claimed possession?

8. What places do you know about that are named after places on the older continent?

9. Is America the right name for this country?

10. In what century were the main discoveries of the new world made?

11. What foreigners took the part of the Americans in the Revolutionary war?

12. Who first raised the American flag on board of a vessel?

13. Where is Independence Hall?

The Game of Soubriquets.

(The teacher writes a number of soubriquets and pen names on as many slips of paper. These slips are passed to the pupils, and each selects one, and writes the real name below the fictitious one. Only three minutes are allowed for this exercise. At the end of that time the papers are collected and the answers read. A few specimen names are given below.)

Old Man Eloquent,
Rail Splitter,
Timothy Titcomb,
Old Tecumseh,
Ike Marvel,
The Iron Duke,
Mill Boy of the Slashes,
Currer Bell,
Elia,
The Plumed Knight,
The Modern Cincinnatus,
Rough and Ready,

Mrs. Partington,
Little Mac,
The Ettrick Shepherd,
Hosea Bigelow,
Light Horse Harry,
Diedrich Knickerbocker,
Owen Meredith,
The Great Pacificator,
Mark Twain,
Little Magician,
George Eliot,
The Lion-Hearted.

Castles in the Air.

(Recitation for Boy and Girl.)

Boy.—

Oh, I shall be a soldier, just as brave as brave can be,
And with ten hundred thousand men I'll sail across the sea;
I'll fight a thousand battles, and win them every one,
And I'll be called the bravest man that lives beneath the sun;
And then when I come back again the people will turn out,
And all the bands will play for me, and all the men will shout;
And all the ladies in the land will kiss their hands to me.
And maybe you among the rest—how funny that will be!
But then, you know, I wouldn't see just little you alone;
And if I did, I'd only say: "Why, how the child has grown!"
Because I'd be a soldier, riding on a horse,
I couldn't stop to notice my little girl of course.

Girl.—

Oh, I shall be a princess then; a fairy prince will come,
As Cinderella's did for her, and take me to his home;
And then I'll be a haughty queen with jewels in my hair,
And dance all night with lords and things, but *you* will not
be there!
Or, if you should push in the door, I'd only toss my head,
And say, "Why dearie me, it's time the children were in bed."
—Selected.

Rome Was Not Built in a Day.

The boy who does a stroke and stops
Will ne'er a great man be;
'Tis the aggregate of single drops
That makes the sea the sea.

Not all at once the morning streams
Its gold above the gray;
It takes a thousand little beams
To make the day the day.

Upon the orchard rain must fall,
And soak from branch to root,
And buds must bloom and fade withal,
Before the fruit is fruit.

The farmer needs must sow and till
And wait the wheaten head,
Then cradle, thresh, and go to mill,
Before his bread is bread.

Swift heels may get the early shout,
But, spite of all the din,
It is the *patient holding out*
That makes the winner win.

—Alice Cary.

The Educational Field.



David Starr Jordan, LL.D.

President Jordan was born in Gainesville, Wyoming Co., N. Y., January 19, 1851. He began his studies at Cornell university when it opened in 1868, his attention being especially devoted to botany, in which study he became an instructor, two years subsequently, in that university. He continued as such instructor until 1872, in which year he graduated as Master of Science. He was a professor during 1872 and '73 in Lombard university; was a lecturer on botany in the Anderson School at Penikese in 1873 and '74 and in the Harvard School of Geology at Cumberland Gap in 1875. He became professor of biology in Butler university in 1875, where he remained until elected, in 1879, to a chair in the university of Indiana, at Bloomington. Six years of faithful labors there resulted in his unanimous election to the presidency of that institution. He held this position with marked success till the spring of 1891, when he accepted the presidency of the Leland Stanford Junior university, at a salary of \$11,000 per year.

During all this time President Jordan has kept up his researches in his chosen department, the study and classification of North American fishes, and through his own labors and those of his co-laborer, Professor Gilbert, has virtually commanded the resources of the United States Fish Commission. The entire inland and coast waters of North America have been dredged and seined, and North American ichthyology placed on an enduring basis. Beside this great work in science and in education President Jordan has found time to make numerous visits to Europe, and has personally visited and seined most of the inland and coast waters of the United States. He has also given annually from forty to fifty popular lectures on scientific and educational subjects in Indiana and adjoining states, besides numerous popular contributions to periodical literature. His boundless energy and industry, his power of objective teaching, and his contributions to science are of the same scope and nature, and comparable to those of Agassiz and Humboldt. Like the former he has the great power of getting college students to work along the original line he is following himself. The result is that there are scores of Indiana university students studying fishes from all parts of the world; so the science has received an enormous impulse.

Dr. Jordan has been a hard worker since his boyhood days on the farm in an Eastern state. This is attested by his numerous books, some of which are quite voluminous, together with pamphlets and periodicals, and other literary labors. An appendix in *Science Sketches* gives 214 scientific papers published by him within the last decade or so. *St. Nicholas*, *Our Continent*, *Popular Science Monthly*, and various other publications, have frequently contained articles from his facile pen. "His Manual of the Vertebrates" is now in its fifth edition, and Jordan and Gilbert's joint production, "Synopsis of the Fishes of North America" is counted the most useful text-book now in print. He writes attractively for the unscientific as well as for reverent scientists.

The entire career of President Jordan as student and teacher has been one of the greatest helpfulness and encouragement to struggling students and teachers. He has made an impression upon science and upon education that has become national in its scope and character.

THE JOURNAL has so steadily improved that it is now valuable to all classes of teachers. It is the best.
Jersey City High School. M. H. PADDOCK.

Examination for the Indian Service.

The classification of the Indian service will go into effect March 1, 1892. On and after that date positions in that service can be obtained only after examination by the Civil Service commission. There will be five grades of examination, viz.: Physician, superintendent, assistant superintendent, teacher, and matron. The salaries of physicians are from \$1,000 to 1,200 a year, superintendents \$1,200 to \$2,000, assistant superintendents \$1,000 to \$1,500, teachers \$720 to \$1,200, and matrons \$500 to \$720. Persons desiring to enter the service in any of the grades named are required to file applications on blanks which can be obtained without cost by writing to the U. S. Civil Service Commission, Washington, D. C. With every application blank there will be sent a pamphlet showing when and where examinations may be taken, giving the list of subjects of the examinations and containing other information. Although the commission has been giving these examinations for the past six months, so far the supply of eligibles is not equal to the demand.

Teachers should possess all those rare qualifications required for complete success in teaching white children in the public schools. Women should be experienced in household duties, able and willing to perform such duties, and capable of instructing others in the management of household affairs. Men should be familiar with all kinds of farm work, and be able to give instruction in the management of a farm. In many of the reservation schools the teacher combines the duties of superintendent and principal teacher. In such cases the salaries vary from \$720 to \$1,200 a year, most of the positions paying \$900 or \$1,000. Other teachers are paid from \$480 to \$800, most of the positions being at salaries of \$600 a year.

The subjects of the various Indian service examinations are as follows:

Superintendent examination.—(1) Orthography, (2) penmanship, (3) personal questions and pedagogy, (4) English composition and rhetoric, (5) grammar, (6) arithmetic, (7) geography, (8) history and government of the United States, (9) elements of natural philosophy, (10) algebra, (11) geometry, (12) elements of botany and chemistry, (13) physiology and hygiene.

Assistant superintendent examination.—Same as the above.

Teacher examination.—The subjects of this examination are substantially the same as the first ten subjects of the superintendent's examination.

Matron examination.—(1) Orthography, (2) penmanship, (3) personal and housekeeping questions, (4) elementary English composition, (5) elementary grammar, (6) arithmetic (fundamental rules and fractions), (7) elementary geography, (8) elementary U. S. history.

Physician examination.—(1) Orthography, (2) penmanship, (3) letter-writing, (4) arithmetic, (5) anatomy and physiology, (6) chemistry, materia medica, and therapeutics, (7) general pathology and theory and practice of medicine, (8) surgery, (9) medical jurisprudence, toxicology, and hygiene.

No sample questions of the foregoing examinations can at present be furnished.

The following plan has been adopted in Michigan to raise money for the educational exhibit at the World's fair. A similar plan has been successfully followed in Indiana. The teacher is previously to announce to the pupils that a collection will be taken up at the close of the exercises on Washington's birthday, the proceeds to be devoted to preparing an exhibit of the work of Michigan's schools at the World's fair. The children are to be requested to contribute *one cent only*; each teacher and school officer is to be requested to give 10 cents; principals of schools, 25 cents; superintendents, 50 cents, and patrons of the school as much as they please. If the plan succeeds, about \$8,000 will be raised.

At a recent meeting of school superintendents at Worcester, Mass., some interesting things were said as to the method of filling vacancies. One speaker remarked that it was the "hand-picked teachers from the school-rooms" that were needed. It was recommended that the neatness of her desk, the cleanliness of the floor, and the condition of the crayon were to be noticed before the "hand-picking" began. Another speaker emphasized the necessity of a good "physical make-up" in the teacher, and added: "In seeking a teacher where an interview is necessary, it is well to first observe the voice; then the eye to see if there are the powers to control; then the dress and general appearance, and then with reference to their voice, or if they are 'too chipper,' especially with young women. The superintendent's power to judge character comes in."

At the late meeting of the Congress of the American Ornithologists' Union Prof. Theodore A. Schurr, of Pittsfield, Mass., made some interesting remarks on the subject, "Destruction of Birds." The professor attributed the main attacks on bird life to boys, who, he said, killed birds for the sake of securing their beautiful wings to pin on the walls of their rooms at home, and robbed the

nests of their eggs. He said that in several places he had found societies or clubs of boys organized for such inroads.

Prof. Schurr urged the members of the union to exert their influence with boards of education, wherever they could do so, to encourage the study of natural history and especially ornithology in the public schools, so that the young scholars might learn the value and beauty of the bird creation, and to love and protect the birds instead of wantonly killing them.

New Zealand promises to lead in the spelling reform. The *Typo* (Wellington, New Zealand) has the following:

THE ENGLISHMAN'S FETTER.

"We find one thing only that appears to be held sacred—that is regarded with almost superstitious veneration—and that is what Gladstone has called the 'national misfortune' of English spelling—absolutely the worst system on the face of the earth. It outrages both logic and etymology; ostensibly phonetic, it is as cumbersome and arbitrary as the Chinese system of fifty or sixty thousand ideograms. Within the compass of the English dictionary is grouped every uncouth and obsolete device of representing sounds by graphic symbols that perverted ingenuity has ever devised.

New Zealand has led the world in more than one reform. Why not in reformed spelling?"

The death of Hon. Thomas W. Harvey, author of Harvey's Grammar, is announced at his home in Painesville, Ohio. He was actually engaged in educational work until within a short time before his death. He was an interesting speaker and kind gentlemen, and greatly admired by the teachers of Ohio.

The *Western Medical Reporter* says: "From the records of Yale college during the past eight years it is shown that the non-smokers were twenty per cent. taller than the smokers, twenty-five per cent. heavier, and had sixty-six per cent. more lung capacity. In the last graduating class at Amherst college, the non-smokers have gained in weight twenty-four per cent. over the smokers; in height thirty-seven per cent.; in chest girth forty-two per cent.; and in lung capacity, eight and thirty-six hundredths cubic inches.

If moral arguments fail of converting the future pride of the nation on this question, the promptings of innate vanity for fine physical proportions may be a large factor toward such a result.

There are 2,931 pupils in schools for the blind in the United States, and the average cost of maintaining each pupil is \$280 a year. An excellent investment in money considered from the point of economy alone, when by means of an education the blind can be made self-supporting. But there is a higher view point than this with which to regard the duty of the state to such unfortunates.

The French are beginning to face the evils of tobacco, and are forming anti-tobacco societies. Last year the cost of tobacco, snuff, cigars, and cigarettes, was 27,000,000 dollars. In about 50 years the people of America will take hold of tobacco as they did of alcohol; after 100 years of labor they will forbid its use by law.

The *Southern Teacher* says: "More language work and less technical grammar is what is needed in many of our schools. We have seen pupils who could diagram difficult sentences, and rattle off the parrot like parsing of the noun, verb, etc., with but little effort, but would utterly fail in the proper use of practical grammar. Give your pupils language work and plenty of it if you would make practical grammarians of them." What a struggle it has cost to reach the sound common sense in this statement! It has cost 25 years of conflict to undo the effects of the legacy the medieval ages have bestowed on us—and we have not "got there" yet.

San Francisco, in comparison with other cities in our country, pays the highest average salary to teachers, also the highest salary to primary teachers, at the greatest cost per pupil in average attendance. The maximum salary paid to primary teachers is in San Francisco, \$960 a year. New York ranks second with \$900; Boston third with \$816.

The average maximum salary for 18 cities is \$782. The minimum salary in San Francisco is \$600 a year against an average in 18 cities of \$434.

The highest cost of tuition, that is, the cost of teachers' salaries exclusively, per pupil is in San Francisco, \$25.49. Boston comes next with \$22.52; Cincinnati third with \$21.20; Chicago fourth with \$18.77.

The total expenditures per pupil in average daily attendance in San Francisco is \$29.32. Chicago comes next with \$28.70; Boston third with \$28.23; Philadelphia lowest, \$13.74. In average number of pupils per teacher San Francisco ranks lowest, 36½; Boston next, at 37.4; Chicago, 40; Cincinnati, 47.

The annual report of the school committee at Pittsfield, Mass., says, "The whole number of teachers employed at the present time, including pupil teachers of the training school, is 90. Of this number 42 are graduates of the Pittsfield high school and 37 of the training school. As a class our teachers generally possess personal attainments, professional interest, and natural fitness. The majority of these are earnest and progressive, and appreciate the importance of their high calling." A good showing for Pittsfield.

The King's Daughters have included a special branch of school and college extension in their work. They are prepared to begin with the rudiments of education or to fit students for college.

In the late Bachelor of Arts examination in connection with the University of London, five ladies have succeeded in the first class for classics and only one gentleman.

In the first class for French the names of three ladies and one gentleman are given, and in the same class for German the numbers are equal. Lucy Baker, Bachelor of Science, takes first place in the examination in the art, theory, and history of teaching. Four other ladies also passed this ordeal, and only one gentleman.

The Friends have recently held an interesting Educational Conference in Philadelphia. The main address was by President De Garmo, of Swarthmore college, who spoke upon "Modern Psychology as Applied to Education." He advocated that a number of teachers should form themselves into a round table and meet once a week to study and discuss the best methods of studying children as to their health, their physical advantages and defects, their heredity, their environment, their capabilities, progress, etc. He believed that teachers would soon become intensely interested in these things. The modern psychology is not a study of books, but of children; not of what somebody says of the mind, but the mind itself.

A lively interest is kept up in educational matters throughout the year by these conferences of Friends, which are attended by school committees and parents as well as teachers.

A new impulse for the promotion of agricultural interest has been started in England. The English parliament has made special grants to agricultural schools and agricultural experiments. These grants apply in the following manner: collegiate institutions, fixed agricultural schools, lectures, peripatetic classes and demonstrations for technical teaching in special branches, such as dairying, fruit growing, forestry, etc. A chair of rural economy exists already at Oxford.

Colorado.

One hundred and fifty is the enrolment of the Greeley university center. Chancellor McDowell's first lecture was received with enthusiasm. His subject was the Study of History. The entire state is becoming aroused over university extension.

Colorado leads in salaries. The president of each of the state institutions gets \$5,000 a year—the university, the agricultural college, and the state normal school.

The committee on school exhibit for the Columbian exposition consists of Supt. Aaron Gove, President Slocum, and President Snyder. State Superintendent N. B. Coy, is *ex officio*, a member. A plan of exhibit has been drafted, and the teachers and educational men of the state are busy getting out work.

The schools of the city of Denver are second to none in this country. Their splendid organization and their high state of efficiency are entirely due to the able management of Supt. Gove. No city in the country has as varied a corps of teachers. There are representatives from every normal school north of Mason and Dixon line. They have the widest latitude in devices, methods, and application of principles of teaching. They are held for results only—*what freedom!*

Prof. James H. Baker, late principal of the Denver high school, has assumed his duties as president of the University of Colorado. No doubt but that the university will prosper under the management of Mr. Baker. He is a strong man.

The state normal school has now enrolled two hundred and twenty-five. Its growth is phenomenal. It has just issued its first annual catalogue. The school is very popular among the educators of the state. It is handsomely provided for by direct taxation, making it free to all who intend to teach in Colorado.

West Denver is building a very handsome high school building; estimated value, \$150,000. The schools of this district have grown under the able management of Supt. Greenlee.

The average cost of educating each child in the several cities is given as follows:

Albany, \$22.45; Cohoes, \$33.73; Binghamton, \$23.43; Auburn, \$27.55; Dunkirk, \$27.37; Jamestown, \$20.02; Elmira, \$20.02; Hudson, \$14.40; Poughkeepsie, \$22.80; Buffalo, \$30.96; Watertown, \$39.32; Brooklyn, \$33.26; Rochester, \$34.22; New York, \$32.75; Lockport, \$54.20; Utica, \$23.00; Rome, \$21.01; Syra-

cuse, \$21.84; Newburgh, \$30.32; Oswego, \$18.43; Long Island City, \$41.27; Troy, \$24.76; Ogdensburg, \$23.04; Schenectady, \$39.07; Yonkers, \$50.47. In the towns the cost was \$20.71, and in the state at large, \$26.42. The cost to each individual in the state was \$2.86.

The Brooklyn institute, founded many years ago for the educational improvement of the city of Brooklyn, is composed of several departments. In some one of these departments any citizen, by paying a small fee, may learn any subject in which he is interested. There are departments of zoology, photography, botany, geology, geography, microscopy, electricity, and a dozen more.

A public meeting will soon be called by the authorities of the institute to enlist the interest of the public in the subject of higher education of teachers—to establish a department of pedagogy. It is expected this department will in various ways prepare teachers for a more scientific study of pedagogy.

The favorable reception given to Compayré's History of Pedagogy and Lectures on Pedagogy, leads us to believe that these additional volumes will be heartily welcomed by teachers.

The young ladies in the high school at Woburn, Mass., have been prominently mentioned many times of late by the press for their refusal to remove corsets during the exercise hour in the school. The reasons for this refusal have not been given in detail. Is it because they construe the request as an attempt to interfere with their American ideas of "inalienable rights of life, liberty, the pursuit of happiness"—and a small waist? Do they inconsistently repel *pressure* with one hand, and clasp it with the other? Do they steel their hearts against hygienic law and remain "true as steel" to *steel* because of the hereditary horror of expansion? Will the young ladies issue a pronouncement and relieve the popular anxiety on this point?

In connection with the notice of Gabriel Compayré in our last number, we should have added what will be of interest to teachers, namely, that Messrs. D. C. Heath & Co., of Boston, publishers, have from M. Compayré and his French publishers the exclusive right to the translation of his works for this country. His History of Pedagogy and Lectures on Pedagogy have already been translated for them by Prof. W. H. Payne, of the Peabody Normal college, Nashville, Tenn., and they have in preparation, by the same excellent translator, Compayré's Psychologie Appliquée à L'Education, in two volumes.

Treasure Trove at School.

Unlike "Mary's little lamb," TREASURE TROVE is a welcome visitor. One teacher writes in italics: "*My pupils love the TROVE.*"

Another says: "Genuine delight appears on each child's face when TREASURE TROVE appears."

Still another: "I find the greatest help in each number of the TROVE."

Now, the question is this: Has TREASURE TROVE found its way into your school-room? If not you may have one copy free. E. L. Kellogg & Co., 25 Clinton place, New York.

Educational Notes from Abroad.

Germany. The Ministry of Education has published an order of new regulations affecting the final examination in Prussian high schools, of which the following are the most important:

I. The final examination of the Ober-Realschulen will give admission (1) to the study of medicine and science at a university, and to the examination for teachers at a high school; (2) to state examinations in "Hochbau-Bauingenieur und Maschinenbau"; (3) to "Forstakademien"; and the examinations for the Royal "Forstverwaltungsdienst"; (4) to the study of mining, and the examinations for official positions in the mining department.

II. The final examination of the Höhere Bürgerschulen, and the examination, at the end of the Untersecunda, of a school of nine grades will qualify for all subordinate government positions.

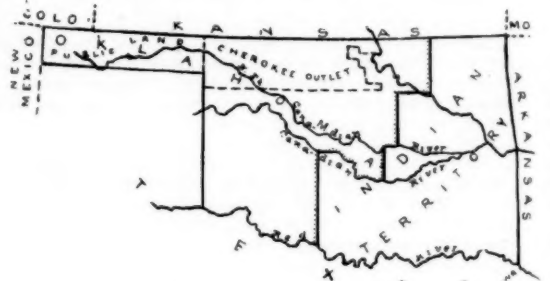
These regulations are all to date from April 1, 1892. The "Council of the Seven" have passed a resolution, recommending that Latin shall not be begun till the Tertia, and Greek not till the Secunda, in Prussian Gymnasien. The time thus saved in the lower classes is to be given to modern languages.

The appointment of Herr Brandt, of Osnabrück, to the Council of the Ministry of Education gives the liveliest satisfaction to the friends of the slojd movement. Geheimrat Brandt was member of the commission which the Prussian minister of education sent to Denmark and Sweden in 1880, to inspect the slojd classes, and has himself been at the head of the Osnabrück school, the chief school of the kind in Germany. He has also repeatedly represented the minister of education at the various congresses held to discuss slojd work. There is only one shadow cast over the satisfaction given by Herr Brandt's appointment, and that is caused by the fact that in the Osnabrück school the teachers of slojd are not school-masters but mechanics. This is the only school in Germany where the instructors are not teachers; except, indeed, in Strassburg, where both mechanics and teachers are appointed. Of course, this system of allowing mechanics to teach slojd is quite contrary to Swedish ideas, and by no means Herr Brandt's wish. The teachers in Osnabrück sturdily refused to have anything to do with the teaching of slojd, and consequently mechanics had to be called in. The Osnabrück school thrives in spite of this drawback, and the matter was allowed to rest, but now the slojdists are eagerly pointing out the disadvantages of mechanic-teachers, in the hope that they will not be tolerated elsewhere.

Pure blood guarantees perfect health. To have both take Hood's Sarsaparilla.

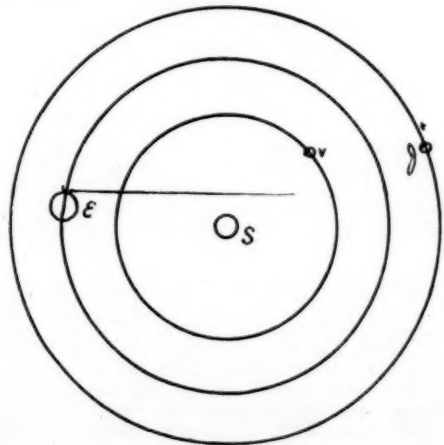
Correspondence.

Will you tell me the location of Oklahoma? Is any part of what has been considered Indian Ter. public land? I have consulted three new maps and no two give the location of Oklahoma the same. I have a new wall map constructed and engraved by W. and A. K. Johnston, England; upon this Oklahoma divides Indian Ter. into two sections and it also gives a portion of public land. K. Salisbury, Conn.



About a year ago THE JOURNAL published a map of Oklahoma as it then existed. Within a month or two afterwards, the bill for its organization passed amended so as to include No Man's Land (or Public Land), Cherokee Outlet and certain other additions. The accompanying map shows the present outlines of both Oklahoma and Indian Territories. The boundaries here given are on the authority of the U. S. Land Office. I am aware that several publications give different boundaries. It is only a question, whether or not the government authorities are competent to plot their own surveys. The lines close to the dotted line separate Indian Territory from Oklahoma. J. W. REDWAY.

I send you a little diagram to illustrate the position of the Earth, Sun, Venus, and Jupiter. On the 5th, Venus was in conjunction with Jupiter; these planets will continue to separate. Venus rising higher and Jupiter sinking lower. On April 29 Venus will reach the highest point; on July 9 she will be in conjunction with the Sun, and no longer evening star. The diagram is probably not entirely accurate. J. D.



In school I am faithful and diligent in my duties, but can form no plans regarding my school work, and am utterly deficient in tact. Would you think it best for me to continue teaching school?

Iowa.

L. J. C.

If any teacher is willing to acknowledge a deficiency in "tact," it seems there must be some foundation to build on, or she wouldn't be conscious of a fact of which many teachers are profoundly ignorant. You have reached one step up the ladder, at least, to get to this stage of self-examination. As for forming plans for school work, put yourself in communication with older and stronger teachers. You must have method and system. Learn of other teachers in this particular. You *must* be near some teachers who can help you decidedly. After all, do not stay in school a term longer after you are consciously satisfied of your unfitness for the work.

Nearly all my teachers read THE JOURNAL or THE INSTITUTE and I am glad, as I do not know of a more valuable aid.

Supt. Lexington, Ky.

M. A. CASSIDY.

Important Events, &c.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30c. a year.

News Summary.

FEBRUARY 1.—The Nebraska supreme court decides in favor of James E. Boyd (Dem.) for governor.—A resolution introduced into Congress asking for the recall of Minister Egan from Chile.—The danger of civil war in Samoa over.

FEBRUARY 2.—Ex-President Cleveland given a warm reception in Atlanta.—Resignation of the Brazilian minister of war.

FEBRUARY 3.—Japan appropriates \$500,000 for the Columbian exhibition.—Austria will refuse to admit all moneyless Russian Jews.

A NOTED PHYSICIAN'S DEATH.—Sir Morell Mackenzie, the famous English specialist on throat diseases, died in London, February 3. His fame became world-wide in 1887 by his treatment of case of Emperor Frederick, of Germany. Queen Victoria knighted him for his services to her royal relative.

FAMINE IN THE SHETLAND ISLANDS.—In a bottle which was found floating near Lerwick, in the Shetland Islands, was a message declaring that the inhabitants of Fowla, one of the Shetland group, were on the verge of starvation. The severe storms for the past five weeks had prevented communication with the other islands, and there were only a few potatoes and a little meal left.

AT SEA IN A SCOW.—Recently a tug towed a scow filled with garbage from New York to the dumping ground off Sandy Hook. The wind came up strong, the hawser broke, and the scow with two men on board drifted out to sea. They put up, as a distress signal, a red shirt on a pole, but the scow lay so low in the water that passing vessels did not see it. For a week they drifted seaward, and suffered untold agonies from hunger, thirst, and cold. When they were rescued by a Philadelphia vessel their faces had become hard, tanned, and cracked with cold, and they were nearly famished.

INDIANS DYING OFF RAPIDLY.—A man who has for years been a pioneer among the Cœur d'Alene, Columbia river, and other Indians says they are dying off rapidly. The Cœur d' Alenes have fine farms and good houses, but the houses are killing them. Those who spend their time hunting and trapping are robust and happy; the others are not. The government does not seem to understand that if we keep on civilizing the Indians in a short time we will have no Indians.

DEEP-TUNNEL PROJECT.—A company has been formed to build a tunnel from the Hackensack meadows, under the Hudson river, and under Fourteenth street in New York to the East river. The plan is to have it about one hundred feet below the surface and with a branch down Hudson street to Chambers and thence to Wall street. The Edison company is ready to supply electric locomotives.

ANOTHER SOLDIER GONE. Early in the month Gen. Henry A. Barnum was laid to rest at Syracuse, N. Y. He was one of the bravest officers of the Civil war and particularly distinguished himself at Malvern Hill and Gettysburg.

New Books.

A book that will be found invaluable to every teacher of United States history has just been published. It contains a series of maps, by Albert Bushnell Hart, Ph. D., assistant professor of history in Harvard, illustrating American history from the period of colonization of the New World to the present time. It is hard to realize the task the author set before himself when he undertook to prepare this series of maps. His main trouble arose from the disagreement of authorities, but by making the maps correspond to the official treaties and to the laws of the United States, as understood at the time when they were negotiated or enacted, the difficulty has been largely overcome. There are fourteen maps in the series, the first giving the physical features of the United States, the next the English, French, Dutch, Swedish, and Spanish possessions. Between this second map and the last, which shows the territory of Oklahoma and all other recent changes, there is a complete history of the political changes in North America. It is somewhat difficult for children to realize that the boundaries were not always the same as they are now. How many erroneous ideas would be expelled if these maps were reproduced on the blackboard and discussed! We hope every teacher will procure this volume. (Longmans, Green & Co., New York. 50 cents.)

A thin volume of 89 pages of magazine size, bound substantially in cloth, contains an index to *Scribner's Magazine* from January, 1887, to December, 1891. One is surprised on looking at such an index to see what a variety of subjects are covered in five years. In the making of *Scribner's* a large proportion of the prominent writers and artists of the day have taken part. Among the names of writers we notice those of Rose Hawthorne Lathrop, H. H. Boyesen, Thomas Bailey Aldrich, C. P. Cranch, H. C. Bunner, Andrew Lang, Louise Chandler Moulton, Edith M. Thomas, Celia Thaxter, R. H. Stoddard, Henry M. Stanley, and many others. In the five years of its publication *Scribner's* has established a reputation as one of the best general magazines published. (Charles Scribner's Sons, New York.)

Teachers frequently want songs which may be accompanied by calisthenic exercises. They will find a great variety to choose from in *Calisthenic Songs and Musical Drills*, by S. C. Hanson. In the first part, embracing calisthenic songs, there are about sixty pieces many of them bearing Mr. Hanson's name. The music is easy and the words relate to a great variety of subjects with which children are familiar. Each song is accompanied by directions. Part two contains some very pretty musical drills. When the children become restless a little music with calisthenics refreshes them wonderfully. These songs also develop ease and grace and train the pupils to promptness and obedience. We predict a great demand for the book. (A. Flanagan, Chicago.)

A pleasant story of social life in the South before the war is *Light O' Love*, by Clara Dargan Maclean. One sympathizes deeply with the beautiful heroine across whose pathway at the very opening of the story falls a dark shadow. The author has a talent for description of no mean order and shows much skill in constructing a story. The book is embellished by numerous photogravure illustrations and is well printed and bound. (Worthington Co., New York.)

The question of whether it is possible to make physiology interesting to primary pupils is answered by *Health for Little Folks*,

GRAMMAR AND LANGUAGE.

Complete Series for all Requirements.

- I. LANGUAGE LESSONS. THE WHITNEY AND KNOX SERIES.** Part I., How to Speak and Write Correctly; Part II., The Parts of Speech and How to Use Them, with a teacher's edition of each. Bright interesting and practical books. Part I. was recently adopted for the whole state of Indiana.
- II. LANGUAGE AND GRAMMAR COMBINED. TARBELL'S LESSONS IN LANGUAGE.** Book I. and Book II. A sufficient amount of technical grammar, stated in clear, grammatical shape, is ingeniously introduced while expression through written forms is made as natural as thought and speech.
- III. GRAMMAR FOR COMMON SCHOOLS.** We have just published WHITNEY AND LOCKWOOD'S ENGLISH GRAMMAR, which is Whitney's Essentials of English Grammar skilfully adapted for the use of common schools by the author of Lockwood's Lessons in English. The authority of the greatest philologist of America is joined with first-rate availability for class-room use.
- IV. GRAMMAR FOR ADVANCED GRADES. WHITNEY'S ESSENTIALS OF ENGLISH GRAMMAR** is, as it always has been, the best "English Grammar of the English Language." No teacher can afford to be without it, nor any class in the subject in the High School, Seminary, or Normal School.

GINN & COMPANY, Publishers, Boston, New York, and Chicago.

the first number in the Authorized Physiology series. As it has been prepared for those who could not understand technicalities they have been avoided. There are questions, however, about which the smallest school children will want to know, such as food and why we require it, the blood, the bones, the skin, etc. The subject is illustrated by means of objects with which the child is perfectly familiar and there are not only numerous simple diagrams of parts of body but many others to show how food is prepared, etc. A prominent topic in the volume is alcoholic liquors and their effects on the system. The book is admirably calculated to give young pupils clear and correct ideas of the main points of a most important science. (American Book Company, New York, Cincinnati, and Chicago.)

Lovers of music in schools will greatly appreciate the collection of songs and glees for institutes, schools, and classes, entitled *Wreath of Gems*, by J. H. Kurzenkabe. Many of these songs are old favorites but there are a great many new ones whose merit is such that it is believed they will become favorites in time. There are choruses, duets, echoes, glees, quartets, rounds, semi-choruses, trios, songs, etc., suitable for various occasions. There are charades, exercises, songs of home and loved ones, national and patriotic songs, songs of spring and summer, temperance songs, etc. The price is moderate, the size convenient, and quality good, and the book is destined to make many happy hours in the school-room. (J. H. Kurzenkabe & Sons, Harrisburg, Pa.)

The ability to speak German in many localities in this country, is very valuable. There will therefore be a wide demand for the text-book of *Colloquial German*, by Thomas Bertrand Bronson, A. M., of Michigan military academy. The exercises begin with the simplest kinds of sentences to be translated into German, relating to common, every-day topics, and increase very gradually in difficulty, though the colloquial form is preserved throughout. There are notes giving idioms that occur in the exercises, a vocabulary, German script, and a condensed summary of German grammar. A thorough acquaintance with the contents of this little book will give one a good start in reading, writing, and speaking the language. (Henry Holt & Co., New York. Teachers' price, 65 cents.)

Dr. Paul Paquin, M. D., has written a book of interest to every human being, entitled *The Supreme Passions of Man*. In this little volume of 150 pages he seeks to point out the causes of the vices of mankind, and to point out the remedy for them. He investigates the subject in its relations to science, religion, morality,

medicine, etc., but puts his observations in simple language easily understood by the average reader. He touches upon many social wrongs that do not often get such a plain but judicious handling. (The Little Blue Book Co., Battle Creek, Mich.)

Song books for children are common, but such a song book as has been brought out, by Misses Elizabeth U. Emerson and Kate L. Brown, under the title of *Stories in Song* is very uncommon. It is one thing to take ordinary rhymes and set them to music; and it is quite another thing to interpret the soul of nature in rhythmic song, and give it to children in the musical cadences that are their birthright. These *Stories* are full of nature's secrets, full of fancy's poetic play, and full of little ethical lessons hidden in the heart of flower life. They contain just the nutriment on which the finer nature of children needs to be fed for growth and culture. The wee folks who come from homes where imagination has starved for lack of healthful food, will revel in these fascinating myths that give a voice and language to the flowers of the field and the birds of the air. The benefit of these *Stories in Song* to busy teachers, who are prone to lose sight of fancy in the environment of prosy facts, must be incalculable. This bright covered book lying upon the teacher's desk would be a continual reminder that there is something else to be taught to little children besides books and figures. The music is everywhere happily adapted to the sentiment of the stories, and the work altogether is a gem that should be a part of the equipment of every primary teacher and kindergartner. (Oliver Ditson Co., Boston. 7x9 in. 96 pages.)

It is plain to see that extraordinary care and labor were bestowed on the circular upon the *Sanitary Condition of School-Houses* that has just been issued. The reading matter in the book consisting of 121 pages, covers about every topic relating to sanitary arrangements and appliances. Mr. A. P. Marble, the author, is a man for fine scientific attainments and wide experience, and therefore what he says about the needs of school-houses bears the stamp of authority. The chapters on ventilation and heating, drainage and lavatories, and lighting are liberally illustrated. He also adds some remarks on the growth of children as related to health and ability to study. There are also valuable appendices on school-houses heated by stoves, the hygienic construction of the Bridgeport high school building, extract from the Worcester report of 1889, plans and specifications of school-houses and competitive plans for school-houses used through the courtesy of Supt. A. S. Draper. (Government Printing-office, Washington.)

FIFTEEN-CENT READING MATTER. The Riverside Literature Series

Sixty-two numbers already published, containing complete masterpieces from the writings of Longfellow, Whittier, Holmes, Emerson, Hawthorne, Lowell, and other eminent authors. With Introductions, Portraits, Biographical and Historical Sketches, and Notes, suitable for use in Primary, Grammar, and High Schools.

Single Numbers, 15 Cents Each, Net.

LATEST NUMBER. No. 53. (A DOUBLE NUMBER.)

W. J. ROLFE'S EDITION OF Scott's Lady of the Lake

With the complete original text, fully illustrated from drawings of the localities mentioned in the poem, copious notes, and printed from clear, large type.

STIFF PAPER COVERS, 30 CENTS, POSTPAID.

A descriptive circular, giving the Table of Contents of all the Series, will be sent to any address on application.

MODERN CLASSICS.

A SCHOOL LIBRARY for \$11.56.

Thirty-four Volumes, neatly bound in Cloth, averaging 310 pages.

"An unrivalled list of excellent works."—Dr. W. T. HARRIS, U. S. Commissioner of Education.

A sample volume will be sent to any address by the publishers on receipt of 40 cents. A pamphlet containing the Table of Contents of each volume will be sent free to any address on application.

HOUGHTON, MIFFLIN & CO.,

4 Park Street, BOSTON.

11 East 17th St., NEW YORK.
28 Lakeside Building, CHICAGO.

DRY GOODS.

DRESS GOODS FOR SPRING. NEW CREPE WEAVES.

We shall show this week attractive lines of New Spring Woolens, which have just been added to our Dress Goods stock.

Large importations of the New Crepe weaves—over sixty varieties of this favorite fabric.

An extra large assortment of medium price dress goods, in styles difficult to obtain.

Special attention is called to an extensive line of India Crepes (all silk)—2,500 yards to be offered on Monday at 75 cents per yard; worth \$1.25. These goods are woven in handsome colored Stripes and are a leading novelty

James McCreery & Co.,

BROADWAY & 11TH STREET,
NEW YORK.

N. Y. EDUCATIONAL BUREAU. Our business is to place successful teachers in good positions in public and private schools. Special teachers always desired. Send stamp for registration blank.
H. S. KELLOGG, Manager, 25 Clinton Pl., N. Y.

FORTIETH ANNUAL REPORT

— OF —

The Massachusetts Mutual
Life Insurance Company,

For the Year Ending December 31st, 1891.

RECEIPTS IN 1891.

Premiums,	\$2,393,103.88
Interest and Rents,	558,395.47
From other Sources,	202.50
Total Receipts,	\$2,951,701.85

DISBURSEMENTS.

Death Claims,	\$720,232.02
Matured Endowments,	124,643.00
Surplus Returned to Policy Holders in Dividends,	274,301.62
Surrendered and Canceled Policies,	245,211.21
Total Payments to Policy Holders,	\$1,364,387.50
Commissions, Salaries, Taxes, Licenses and State Fees,	
Printing and Advertising, Medical Examination,	
Postage, and all Other Expenses,	654,297.07
Taxes and Expenses on Real Estate	16,906.10
Re-insurance,	36,187.74
Profit and Loss, Premiums on Securities Purchased, etc.,	18,452.52
Total Disbursements,	\$2,085,231.28

ASSETS.

First Mortgage Loans on Real Estate,	\$4,105,091.46
Loans Secured by Collaterals,	786,550.00
Loans on Company's Policies in Force,	414,558.00
Massachusetts Armory Loan Bonds,	110,000.00
City, County, Township, and other Bonds,	1,077,339.15
Gas and Water Bonds,	491,100.00
National Bank Stocks,	84,870.00
Railroad Bonds,	2,242,598.87
Railroad and other Stocks,	758,165.67
Real Estate,	537,538.70
Premium Notes on Policies in Force,	599,224.76
Cash on Hand and in Bank,	426,330.40
Premiums in Course of Collection (net),	145,431.31
Deferred Premiums (net),	244,136.50
Interest and Rents Accrued,	246,594.34
Total Assets,	\$12,239,520.16

LIABILITIES.

Reserve by Massachusetts Standard,	\$11,101,527.00
Claims for Death Losses and Matured Endowments	
in Process of Adjustment,	62,228.50
Unpaid Dividends due and to become due,	71,693.25
Premiums paid in advance,	1,388.50
Total Liabilities,	\$11,236,837.25
Surplus by Massachusetts Standard	\$1,002,691.91
Number of Policies issued in 1891, 5,719, insuring	\$17,248,900.00
Number of Policies in Force, December 31st, 1891,	
25,910, insuring (including Revisionary	
Additions)	\$69,527,665.00

Springfield, Mass., January 12, 1892.

The Receipts and Disbursements of the Massachusetts Mutual Life Insurance Company for the year 1891, as shown by the foregoing statement, have been carefully audited under the supervision of the undersigned, and the Securities and Balances, as shown, have been personally examined by us and found to be correct.

H. S. HYDE,
J. R. REDFIELD,
EDWIN D. METCALF,
Auditors

M. V. B. EDGERLY, President.

HENRY S. LEE, Vice-President.

JOHN A. HALL, Secretary.

OSCAR B. IRELAND, Actuary.

E. D. CAPRON, Asst. Secretary.

Send for circular and rates.

OF INTEREST TO REGENTS' SCHOOLS.

New York Edition Reed & Kellogg's Grammars

After much deliberation and a careful discussion of the matter at the Regents' office, Messrs. Reed & Kellogg are satisfied that their books are already in harmony with the Regents' views and intentions regarding grammar and composition.

For the benefit of such classes as do not wish to do so much work as is provided in "The English Language," published last summer, our authors have prepared a thorough practical course in word-building, and a chapter on diacritical marks and the sounds of the letters.

We purpose to furnish the additional matter without charge to all candidates for Regents' examinations now using our "Lessons in English." If, therefore, teachers will kindly let us know the number of pupils in their Regents' classes using our book we will send a supply of the supplement free of charge. The same matter will hereafter appear as a part of the New York State Editions of Reed & Kellogg's "Higher Lessons in English" and "One-Book Course in English." No extra charge will be made for these editions.

EFFINGHAM MAYNARD & CO., Publishers, 771 Broadway & 67-69 Ninth St., N. Y.

READERS will confer a favor by mentioning THE JOURNAL when communicating with advertisers.

NOW READY. PART II.

THE TONIC SOL-FA MUSIC READER,

Revised and Improved. By T. F. SEWARD and B. C. UNSOLD.

A course of instruction and practice in the Tonic Sol-fa method of teaching singing with a choice collection of music suitable for schools and singing classes. In two parts: Part I. contains the first four steps of the method; Part II. contains the fifth and sixth steps, Voice Culture, and a course of exercises in the Staff notation. Price, each Part, 25 cents per copy by mail; \$30 per hundred by express (not prepaid). Complete in one volume, 60 cents by mail; \$50 per hundred.

THE BIGLOW & MAIN CO.,

81 Randolph Street,
CHICAGO.76 East Ninth Street,
NEW YORK.

It ought

to wave over your

school.

Write to G. W. Simmons, Oak Hall, Boston, Mass., for Flag Catalogue.

Washington's

Birthday

NUMBER.

TREASURE TROVE

FOR FEBRUARY

is full of good things; a truly Patriotic Number.

Charade on the Word Washington.

Recitation—Our Flag.

Suggestion for Debate—Washington and Napoleon.

Primary Exercise I.—Washington's Birthday.

Primary Exercise II.—Washington's Birthday.

Recitation—A "Boy's Protest" (Hatchet Incident.)

Program for Washington's Birthday.

Flag Drill suitable for Washington's Birthday.

Costume Exercise—Nursery Friends Around the Table—Discussion of Washington.

Charade—Gelatine.

Dialogue—Five Little Squirrels.

Recitation—"Ough."

Dialogue—Grandma's Picture.

COMPOSITION DEPARTMENT.

Occupying 8 pages.

22 Money and book prizes offered.

Awards of 25 prizes for January.

The School of Authorship.

Pictures for Story writing.

Composition, 3 pages.

Letters, 2 pages.

Baby Belle, the TREASURE TROVE

Baby, etc., etc., etc.

This department is of itself a very attractive feature, bringing out hundreds of letters each month. Many teachers are now getting up clubs.

Fifty cents a year. Clubs, 40 cents each. Sample free.

E. L. KELLOGG & CO.,
25 Clinton Place, New York.

TEACHERS' AGENCIES.

TEACHERS' Co-OPERATIVE Association,70-72 DEARBORN ST.,
CHICAGO.

Established in 1884. Positions filled, 2300. Seeks Teachers who are ambitious for advancement rather than those without positions.

THE FISK TEACHERS' AGENCIES.

EVERETT O. FISK & CO., Proprietors.

SEND TO ANY OF THESE AGENCIES FOR 100-PAGE AGENCY MANUAL, FREE.
7 Tremont Pl., Boston, Mass.; 6 Clinton Pl., New York; 106 Wabash Ave., Chicago, Ill.; 402 Richardson Bldg., Chattanooga, Tenn.; 1204 So. Spring St., Los Angeles, Cal.; 48 Washington Bldg., Portland, Ore**THE NEW AMERICAN TEACHERS' AGENCY.**Teachers seeking positions and Address, **C. B. RUGGLES & CO.,**
those wishing a change at an (Palace Hotel Bld'g.) Room C, 237 Vine Street,
increased salary should **CINCINNATI, OHIO.****NO REGISTRATION FEE**

charged acceptable teachers who register before April 1st in the old and reliable UNION TEACHERS' AGENCY. It has placed more than one thousand teachers and its present facilities are unrivaled. The undersigned who successfully managed this Agency for five years previous to August 30, 1890 has repurchased it and offers you its best services. Send stamp to-day for blanks.

W. D. KERR, Manager, 44 East 14th Street, NEW YORK.

ALBANY TEACHERS' AGENCY.

Provides Schools of all Grades with competent Teachers. Assists Teachers with good records in obtaining situations.

Send stamp for Application Form.
W. A. CHOATE & CO., Props.,
H. P. FRENCH, Manager.No charge to School Officers.
STATE ST.,
ALBANY, N. Y.**WANTED:**

Prof. of Science in Western College, salary, \$2,000. Prof. of Geology, \$1,500. Prof. of Pedagogy, \$2,000. Lady Prin. of Episcopal School, \$1,000. Director of Music (lady), \$1,200. Teacher of Science in City High School, \$1,200. Training Teacher in State Normal (lady), \$800. Prof. of Chemistry in Eastern College, \$1,500. These vacancies are for '92-93, but must be filled soon. Address

C. J. ALBERT, M'g'r. The School & College Bureau, ELMHURST, ILL.

The Bridge Teachers' Agency, Bridge & Scott, Managers, 110 Tremont St., Boston. Seventh year of successful work. Positions secured for teachers in all parts of the United States. Teachers desiring to make a change for an increase of salary, or for other reasons, should write us for particulars.

**TRY THE LEAGUE THIS YEAR.****CONCEDED FACTS:**THE NATIONAL LEAGUE leads all the rest.
THE NATIONAL LEAGUE covers the whole field.
THE NATIONAL LEAGUE is used by the best teachers.
THE NATIONAL LEAGUE has the confidence of Boards.
THE NATIONAL LEAGUE, operating systematically throughout each state in the Union, renders specific assistance to its members by planning and managing their canvass.

You can have duplicate registration in all other State Bureaus of the League by enrolling in

The New York League Teachers' Bureau.

ELMON L. MONROE, Manager, Cossackie, New York.

Pa. Ed. Bureau Prof. R. H. Bachman, Prin. Blacksburg Institute, Blacksburg, S. C., writes: "My desire had been Allentown for a location in the sunny South. Shortly after registering, my wishes were gratified, giving me a pleasant situation. delightful climate and one of the best schools in S. C. I heartily recommend the Pa. Ed. Bureau as one under reliable and efficient management." Circulars free.

L. B. LANDIS, 205 N. 7th St. (H.) ALLENTOWN, PA.

BOSTON, CAMBRIDGE, WORCESTER, LOWELL, CHELSEA, ANDOVER, MASS., MANCHESTER, N. H., MERIDEN, CONN., BROOKLYN, N.Y., CHARLESTON, S.C., and hundreds of important cities and towns in all parts of the country are using

Bradbury & Emery's Academic Algebra

with the most satisfactory results. The publishers are daily receiving most gratifying evidences of its success, and testimonials to its merits as a text-book.

Sample Copy sent for 50 Cents.

Correspondence solicited.

THOMPSON, BROWN & Co., PUBLISHERS, BOSTON.**BRYANT & STRATTON BUSINESS COLLEGE,**Washington Street, Cor. Wabash Avenue, CHICAGO, ILL.
THE STANDARD INSTITUTION and the LARGEST IN THE WORLD.
BUSINESS COURSE, SHORTHAND, TYPEWRITING, ENGLISH COURSE. Magnificent Catalogue, 112 large pages. 30 elegant full page engravings, mailed FREE.**MAGIC LANTERNS**Religion and Travel is immense. For Home Amusement and Parlor Entertainment, etc., nothing can be found as instructive or amusing. Church Entertainments, Public Exhibitions and Popular Illustrated Lectures. **PAY WELL.** If you wish to know how to order, how to conduct Parlor Entertainments for pleasure or Public Exhibitions, etc., for **MAKING MONEY.** name this paper, and send for our **220 PAGE BOOK FREE** McALLISTER, M'g'r Optician, 47 Nassau Street, New York.**AND STEREOPTICONS**afford the best and cheapest means of object teaching for Colleges, Schools and Sunday Schools. Our assortment of Views, illustrating ART, SCIENCE, HISTORY, and other subjects, is complete. We are the largest manufacturers and dealers, and ship to all parts of the world. If you wish to know how to order, how to conduct Parlor Entertainments for pleasure or Public Exhibitions, etc., for **MAKING MONEY.** name this paper, and send for our **220 PAGE BOOK FREE** McALLISTER, M'g'r Optician, 47 Nassau Street, New York.**AMERICAN AND FOREIGN TEACHERS' AGENCY**

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governmental, for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON,
American and Foreign Teachers' Agency,
23 Union Square, NEW YORK.**Better Positions**

can usually be secured by first-class teachers through the NEW YORK EDUCATIONAL BUREAU. A steady demand for capable Normal and College graduates, in all departments. Our facilities are unequalled! Do not wait till too late! New blanks and testimonials. Write fully to H. S. KELLOGG, Manager, 25 Clinton Place, New York. Established 1888.

TEACHERS' AGENCY OF RELIABLE

American and Foreign Teachers, Professors, and Musicians, of both sexes, for Universities, Colleges, Schools, Families and Churches. Circulars of choice schools carefully recommended to parents. Selling and renting of school property.

E. MIRIAM COYRIERE,
150 Fifth Avenue, cor. 20th St., NEW YORK CITY.**AMERICAN SCHOOL BUREAU**Keeps track of the **BEST TEACHERS** in all branches. **NO FEE** for enrollment. Blanks for stamp. **P. V. HUYSSBOON,** 2 W. 14th St., New York.

For larger salaries, or change of location, address Teachers' Co-operative Association, 70 Dearborn St., Chicago. ORVILLE BREWER, Manager.

"TEACHERS WANTED."
NEW YORK TEACHERS' CO-OPERATIVE ASSOCIATION.
M. V. RIDGWOOD, Manager,
Box 1969, NEW YORK CITY."**SCHERMERHORN'S TEACHERS' AGENCY.**
Oldest and best known in U. S.
Established 1855.
3 EAST 14TH STREET, N. Y.**MEMORY****THE MYSTERY OF MEMORIZING, \$1.00.**Read the best thought on **JAMES P. DOWNS,** Memory Training. It will day you. Prospectus Free. Publisher,
R 55. 243 Broadway. NEW YORK.**Minerals, Rocks.**

My prepared Mineral Collections are the "Diamond," a set of 50, and the "Student's Complete," a cabinet of 300 specimens. Prices, delivered, \$2.00 and \$35.00 respectively. Special collections of both minerals and rocks arranged to order. Send for circulars giving full information.

GEO. O. SIMMONS,
352 Gates Avenue, BROOKLYN, N. Y.**Common Words Difficult to Spell.**A practical spelling-book, with dictation exercises, containing only common words which experience has shown are likely to be misspelled. Thoroughly endorsed by prominent teachers. Price, 20 cts.; postpaid, 24 cts. **JAMES H. PENNINGTON, 4322 Sanson St., Philad'a., Pa.****READERS** will confer a favor by mentioning **THE SCHOOL JOURNAL** when communicating with advertisers.